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ABSTRACT

This document consists of the three issues of the journal "Learning Languages" published during volume year 3. These issues contain the following major articles: "A National Network for Early Language Learning (NNELL): A Brief History, 1987-1997;" "Juguetes Fantasticos" (Mari Haas); "A Perspective on the Cultural Perspective" (Genelle Morain); "NNELL Sponsors Invitational Institute To Promote National Standards for Early Language Learning in Grades K-8;" "Novice Oral Language Assessment (NOLA): Oklahoma's Investment in the Future" (Peggy Boyles); ""The Americas Award: Authentic Children's Literature in Your Classroom" (Christi Rentsch de Moraga); "NNELL Initiates Dialogue on Vision for Future;" "Culture and Children's Literature: Standards-Based Thematic Units" (Eileen Lorenz, Mari Haas); "Survey Results: Language Instruction Increases in U.S. Elementary Schools" (Nancy C. Rhodes, Lucinda E. Branaman); and "Developing the Language of Mathematics in Partial-Immersion: The Ladder to Success" (Regla Armengol, Ingrid C. Badia). (MSE)

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Learning Languages

The Journal of the National Network for Early Language Learning

Fall 1997
Vol.3 No.1

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Learning Languages: The Journal of the **N***ational* **N***etwork for* **E***arly* **L***anguage* **L***earning* is the official publication of NNELL. It serves the profession by providing a medium for the sharing of information, ideas, and concerns among teachers, administrators, researchers, and others interested in the early learning of languages. The journal reflects NNELL's commitment to promoting opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own. See the inside of the back cover for more information on NNELL.

In an effort to address the interests of the profession, both practical and scholarly articles are published. Practical articles describe innovative approaches to teaching and the administration of effective language programs for children. Scholarly articles report on original research and cite both current research and theory as a basis for making recommendations for practice. Scholarly articles are refereed, i.e., reviewed anonymously by at least three readers. Readers include members of the NNELL executive board, the editorial advisory board, and invited guest reviewers who have expertise in the area. Refereed articles are identified as such in the journal. Write to the editor to request a copy of author guidelines for preparing articles, or retrieve them from NNELL's website: www.educ.iastate.edu/currinst/nflrc/nnell/nnell.html

Submissions: Deadlines are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1. Articles, classroom activities, and materials offered for review may be submitted to the appropriate contributing editor (see below). Send announcements, conference information, and original children's work (such as line drawings, short stories, and poems) to the editor. Children's work needs to be accompanied by written permission from the child's parent or guardian and must include the child's name, age, school, and the teacher's name, address, and telephone (add fax and e-mail address, if available).

Submit a favorite classroom activity for the "Activities for Your Classroom" section by sending a description of the activity that includes title, objectives, targeted standards, materials, procedure, and assessment. Include pictures or drawings as illustration, if available. Send with your name, address, and phone number to the Classroom Activities editor listed below.

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Learning Languages

The Journal of the National Network for Early Language Learning

Volume 3, No. 1 Fall 1997

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Learning Languages (ISSN 1083-5415) is published three times a year (fall, winter, and spring). Membership dues for NNELL, which include a subscription to the journal by academic year, are $20/year ($25 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, NNELL, 1118 22nd St. NW, Washington, DC 20037.

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Notes from the President

With your involvement and participation, NNELL will continue to grow in numbers and to be a voice for early language learning for all children.

The fall is a time for us to look forward to the many events and accomplishments that the new academic year will bring. This is an especially exciting time for the National Network for Early Language Learning as we celebrate the contributions the organization has made to our profession during the past 10 years and anticipate with enthusiasm the results of projects that have recently been initiated.

Tenth Anniversary Celebration and Annual Meeting. Our anniversary celebration will take place at our annual meeting, Saturday, November 22, at the conference of the American Council on the Teaching of Foreign Languages (ACTFL) in Nashville, Tennessee. The session will also provide information on NNELL's work on the implementation of the National Standards in grades K-8 and current advocacy materials available to NNELL members. We hope you will join us for this special event.

NNELL Exhibit. There will be ongoing anniversary activities at the NNELL booth in the Exhibits Hall throughout the ACTFL conference. We have several surprises in store for NNELL members who stop by the booth. Please visit the booth and join in the festivities.

FLES Swapshop Breakfast. On Saturday, November 22, we will again sponsor a Swapshop Breakfast at the ACTFL conference where participants will be able to exchange teaching ideas and view materials displayed by publishers who specialize in K-8 resources. Susan Walker and Patty Hans have organized this event which will also feature artwork created by foreign language students from across the country.

As this administration comes to an end, I would like to thank all of you for your commitment to excellence in early language learning. We are moving though uncertain times in our field, and it is vital for all of us to be strong advocates to unify our efforts so that all children will have opportunities to study foreign languages.

I would like to congratulate our newly elected board members, Dr. Myriam Met, Second Vice-President, and Lori Langer de Ramirez, Secretary. Finally, I would like to extend best wishes to Susan Walker in her position as the 1997-98 NNELL president. I look forward to the coming year and to the many new projects that will be carried out through the work of the board and the membership.

Mary Lynn Redmond

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The National Network for Early Language Learning (NNELL): A Brief History, 1987-1997

Throughout the 1980s, interest in teaching foreign languages at the elementary school level increased dramatically. Elementary school foreign language teachers, program coordinators, administrators, and parents had been meeting informally at regional and national conferences to share ideas and compare notes about materials, curricula, teacher training, and other common concerns of early language programs. By the fall of 1986, there was a general consensus that there was a need in the United States for an organized forum that could directly address issues related to the teaching of foreign languages to young children. The following is a chronology of the organization of this network and the first decade of activities of the National Network for Early Language Learning (NNELL).

November 1986. At the annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL), participants in a networking session on early language learning realized that the time was right to establish a national organization to promote the teaching of foreign languages in elementary schools.

January 1987. Twenty-six educators from 16 states, who had attended the networking session at ACTFL, met at the Center for Applied Linguistics in Washington, DC, to discuss the organization of a network that would facilitate communication among early language practitioners. By the end of the two-day meeting, the National Network for Early Language Learning had been formed. The main objectives of the network were to "facilitate communication and provide information that will improve public awareness and support for early language learning." The key activities of the network were to publish a newsletter three times a year and promote elementary school foreign language learning, especially at local, regional, and national conferences.

An Executive Committee was elected, which served from 1987 through 1991. Members included: Carolyn Andrade (Ohio), Diane Ging (Ohio), Mari Haas, Corresponding Secretary (New York), Nancy Hess (New York), Melanie Klutts, Recording Secretary (Texas), Gladys Lipton, Treasurer (Maryland), Kathleen Riordan (Massachusetts), and Nancy Rhodes, Chair (Washington DC).

Marcia Rosenbusch (Iowa), also on the Executive Committee, was appointed Editor of *FLES News*, the newly-named newsletter of the organization. Donations from publishers, language organizations, educational institutions, and individuals made it possible to distribute the first year's issues of the newsletter free of charge. Nine contributing editors from schools across the country were appointed to gather articles on the following topics: classroom activities, conferences, funding information and new legislation, publicizing FLES, research, teaching methods, and resources for the classroom in French, Spanish, and German.

1987–89. NNELL sponsored networking sessions at various local and state conferences as well as at national conferences, including ACTFL, Advocates for Language

> *. . .there was a need for an organized forum that could directly address issues related to the teaching of foreign languages to young children in the United States.*

Learning (ALL), and Second/Foreign Language Acquisition by Children (SLAC), for the purpose of sharing ideas, resources, and strategies for early language learning.

Spring 1989. The first volume of *FLES News* became available on both microfiche and paper copy through the Educational Resources Information Center (ERIC) database. All subsequent volumes are now available on ERIC.

Fall 1989. ACTFL recognized the teaching of foreign languages in elementary school as one of the 13 important issues facing the language teaching profession in the 1990s. NNELL members worked closely with ACTFL at the Second Invitational Conference on Professional Priorities to explore issues for a position paper on this topic. Seven areas of concern for early language learning for the 1990s were identified: advocacy for early language programs by the foreign language profession, teacher preparation, availability and development of resources, expanded opportunities for all students, articulation across levels, and research/evaluation.

1989–90. The continuation of elementary school foreign language programs into middle school and high school was NNELL's focus in 1989–90 at conference networking sessions.

Spring 1991. The structure of NNELL changed from an informal network to a formal organization. The major change was that NNELL became a membership organization with elected officers and voting privileges for its founding members. The network developed its first mission statement: "To promote opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own and to coordinate the efforts of all those involved in early language education." The constitution was drafted for approval in the fall.

Fall 1991. NNELL members elected their first officers and approved the constitution. Elected officers were: Carol Ann Pesola, President; Carolyn Andrade, First Vice President; Audrey Heining-Boynton, Second Vice President; Donna Grundstad, Secretary; and Sonia Torres, Treasurer. Nancy Rhodes was appointed Executive Secretary and Marcia Rosenbusch was appointed Editor of *FLES News*.

1991–92. Carol Ann Pesola's main priorities as president were to promote the goals of NNELL at conference networking sessions throughout the country, and to better enable *FLES News* to reach classroom teachers, teacher educators, researchers, and administrators. In addition, she represented NNELL at a meeting of European educators, sponsored by the Council of Europe, on foreign languages in primary education where she established lines of communication between early language educators in Europe and the United States.

1992–93. President Carolyn Andrade focused on two main goals during her year in office: membership and communication. For membership, her goal was to increase the number of NNELL members to 700 by Novem-

NNELL members meet at the Center for Applied Linguistics in January 1991 to decide the fate of NNELL. Should it become a part of another organization or stand alone? Decision: NNELL should become a separate organization with close ties to all foreign language organizations that promote early language learning.

ber 1993. To enhance participation in the profession, NNELL became a voting member of the Joint National Committee on Languages (JNCL) and an organizational member of ACTFL. Within the area of communication, and with the collaboration of First Vice President Audrey Heining-Boynton, networking sessions were organized at each regional conference and many state conferences.

Carolyn also systematized the structure of the organization and clarified the responsibilities of the officers and committees (membership, by-laws, publisher liaison, and political action). In addition, she compiled a handbook for each board member and appointed the first committee chairs and five regional NNELL representatives (corresponding to the five language conference regions). The first NNELL Swapshop Breakfast was held at the ACTFL Conference in 1992.

1993–94. President Audrey Heining-Boynton focused on five goals during her year in office: 1) increase membership, 2) develop stronger ties with colleges and universities to help them understand the importance of teacher training for the K-6 level, 3) provide information to state departments of education about increasing their support for early language learning, 4) increase the involvement of members in NNELL, and 5) strengthen communication and ties with other organizations.

During the year, the NNELL Executive Board sent a position statement to the Task Force on National Foreign Language Student Standards, stating NNELL's position that the standards should address grades K-12, rather than just the traditional 7-12 sequence. This statement played a pivotal role in broadening the Task Force's vision for the standards to include all elementary and secondary students.

NNELL became an ERIC Clearinghouse on Languages and Linguistics partner, which meant that NNELL began working closely with the ERIC-CLL to build the ERIC database and disseminate ERIC information. Audrey also spear-headed the important discussions about changing the structure of the NNELL publication; the Executive Board ultimately decided that *FLES News* would become a journal with refereed articles.

1994–95. During her year as President, Mari Haas promoted teachers as researchers in their classrooms by helping them share their questions and findings about specific language teaching and learning issues through articles in the newsletter. She announced the name of NNELL's new journal, *Learning Languages: Journal of the National Network for Early Language Learning*, which was published for the first time in the fall of 1995. She wrote in the inaugural edition that "as a journal dedicated to early start, long sequence foreign language programs, we envision that *Learning Languages* will help fill an important information void in our field." NNELL's Executive Board expressed the hope that more educators and policy makers would take notice of the relevance and growth of our profession symbolized by the important change from newsletter to journal.

During Mari's presidency, NNELL sponsored a political action session at the Central States Conference on the Teaching of Foreign Languages in the spring of 1995, in collaboration with the Joint National Committee on Languages.

NNELL identified the following three priorities for the future: 1) public awareness and support of early-start, long-sequence programs; 2) better K-12 articulation and a unified voice in the foreign language profession in the context of a long sequence of instruction; and 3) increased pre- and in-service teacher preparation efforts and opportunities for teachers to continue their professional development.

1995–96. Eileen Lorenz identified three goals for her presidency: political action initiatives, promoting standards for foreign language learning at the national and state levels, and teacher action research. Work in the area of political advocacy focused on providing information about national issues that impact foreign language education, and suggesting strategies to help organize K-8 language colleagues in communicating a unified message to decision makers. She appointed Mary Lynn Redmond and Kay Hewitt to lead the Political Action and Advocacy Committee. They worked tirelessly with regional, state, and local representatives to distribute critical information and to organize advocacy efforts for early language learning.

In support of the national standards, NNELL helped provide workshops to promote understanding of the new guidelines and distributed details of the standards at conferences. NNELL members were encouraged to become involved in the development of their state's foreign language standards as well. Eileen continued the work of Mari Haas in the area of "teacher as researcher," where classroom teachers were encouraged to collect and examine data from their classrooms to help explore and reflect on their day-to-day learning activities.

Under Eileen's leadership, the Executive Committee succeeded in appointing a full slate of NNELL representatives in each state, whose task is to lead presentations and public relations endeavors at professional meetings.

1996–97. Mary Lynn Redmond carried out three major initiatives during her tenure as president: 1) NNELL's Tenth Anniversary Celebration, 2) a fund-raising campaign, and 3) an Invitational Institute on the National Standards for Foreign Language Learning. She coordinated NNELL's Tenth Anniversary Celebration, which will culminate at the 1997 ACTFL Conference in Nashville. Past-president Audrey Heining-Boynton was appointed Chair of the Tenth Anniversary Committee, and has organized a series of events at the conference, including an information booth providing up-to-date information about NNELL and early language learning, a NNELL Swapshop Breakfast, a slogan contest, and a calligraphy exposition, among other things.

Mary Lynn spearheaded a year-long fund-raising campaign, "Learning Languages Begins with You," that netted more than $10,000 for the organization. Through generous contributions from members and colleagues, NNELL will be able to continue to support foreign language educators across the country in their work with early language learning. The contributions are being used for advocacy activities, publication of the journal, the anniversary celebration, and a first-ever NNELL institute.

Mary Lynn organized, raised additional funds for, and directed the Invitational Institute, "National Standards for Foreign Language Learning: Curriculum Reform for K-8 Foreign Language Education," which took place at Wake Forest University in July 1997 (see article on page 24).

The meeting educated the NNELL state and regional representatives about the national standards for grades K-8 so that they can assist educators with implementation of the standards in their states. An outcome of the institute will be the publication of teacher-developed lessons based on the standards.

NNELL Election Results

We, at NNELL, are happy to announce that Dr. Myriam (Mimi) Met, Foreign Language Coordinator at Montgomery County Public Schools, Rockville, MD, has been elected second vice-president for a three year term, and Lori Langer de Ramirez, Poly Prep Country Day School, Brooklyn, NY, has been elected secretary for a two year term.

Mimi has developed instructional programs and curriculum, and has been involved with teacher training at the K-12 and postsecondary levels. She has published in journals and professional books in the area of K-12 curriculum, instruction, teacher development for foreign language, bilingual education, and ESL programs.

Mimi is a founding member of NNELL and a past president of the National Association of District Supervisors of Foreign Languages. In 1993, and again in 1995, she was an Andrew Mellon Fellow at the National Foreign Language Center where she conducted research on foreign language instruction and foreign language policy in the schools.

Mimi believes that in the decade since the founding of NNELL, extraordinary advances have been made in providing young learners with opportunities to gain proficiency in a foreign language. Not only has the number of schools offering language programs increased, but the quality of the programs they offer is continually improving.

Mimi notes that today we know even more about effectively teaching foreign languages to young learners than ever before, and what we know is reflected in what is happening in classrooms all over America. She recognizes that these are exhilarating times for those who work in the field of early language learning and is pleased to have the opportunity to contribute to the continued success and growth of early language programs.

Lori, who has been teaching Spanish in grades 5 through 12 for six years at a private school in Brooklyn, NY, also serves as coordinator of the elementary and middle school programs. She has a Master's degree in Applied Linguistics from Queens College and is a doctoral candidate in Curriculum and Teaching at Teachers College, Columbia University, New York.

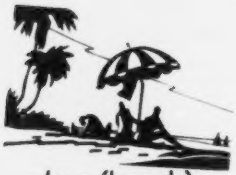
Lori has presented workshops at conferences such as the New York State Association of Foreign Language Teachers and has received several National Endowment for the Humanities grants to study in Mexico and Columbia. She also was awarded a fellowship for graduate study from the American Association of Teachers of Spanish and Portuguese and a grant from the Council for Basic Education.

Lori's areas of interest are literature in the language classroom, especially stories from the oral tradition, and content-based methodology. She is currently involved in pilot testing materials that she developed based on stories from the oral traditions of Columbia, Mexico, and Argentina. Lori welcomes the opportunity to be an important part of an organization that has done so much already in promoting awareness of early language learning.

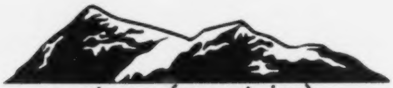
Activities for Your Classroom

Going Places

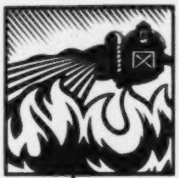
Ruta Couet, Kay Hewitt,
Bernadette Morris, Madeline Pohl
NNELL Invitational Institute
Wake Forest University, Winston-Salem, North Carolina



plage (beach)



montagne (mountains)



campagne (countryside)

Objective:
Students demonstrate understanding of expressions asking them where they go by responding with, "I go to the beach/mountains/countryside."

Targeted Standards:

1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

1.2 Students understand and interpret written and spoken language on a variety of topics.

3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Materials:

- Large posters of three locations—the beach, mountains, and countryside. Use pictures by artists of the target language if possible.

Procedure:
Introduce the three new vocabulary words by identifying the scenes on the posters. Place the three posters in different areas of the room. Model "*Je vais à la plage*" (I am going to the beach) by walking to that poster. Repeat with the other locations. Ask, *"Est-ce que je vais à la plage?"* (Am I going to the beach?) and have the class indicate yes or no according to what you are doing. Then ask, *"Où est-ce que je vais? À la plage où à la montagne?"* (Where am I going, to the beach or the mountains?) Students answer with the proper location.

Act undecided as to where you are going, speak to yourself and say, *"Je vais à la plage? Je vais à la montagne? Je vais à la campagne?"* (Am I going to the beach? Am I going to the mountains? Am I going to the countryside?) Then decide and say, *"Oh! Je vais à la montagne."* (Oh! I'm going to the mountains) and walk to that location.

Choose three students and say, *"Jacques, va à la plage"* (Jack, go to the beach). As Jacques is walking towards the picture ask, *"Jacques, où vas-tu?"* (Jack, where are you going?) and if necessary, help him say, *"Je vais à la plage."* (I am going to the beach.) Repeat the same procedure with the two remaining students.

Finally, call on the rest of the class to follow the same procedure and say one by one "*Je vais. . . .*" (I am going. . . .) until the students have chosen and walked to their locations of choice.

Tell students *"Si vous êtes à la plage, asseyez-vous! Si vous êtes à la campagne, asseyez-vous!,"* etc. (If you are at the beach, sit down! If you are at the countryside, sit down!) Students sit with the group that chose the same location.

Assessment:
Students remain at their locations and form a circle there. Give an original postcard representing one of the locations to each group, saying *"Passez, passez!"* (Pass, pass!) to indicate students are to pass the cards around the circle and *"Arretez!"* (Stop!) to indicate students should stop passing the cards. At this time, each student who is holding a card says, *"Je vais. . . ."* (I am going . . . .) and the location on the card.

As students successfully respond to the location on the card, the teacher gradually increases the number of cards and uses cards representing different locations in each group. The teacher assesses student learning by observing the ability to correctly respond to the cards.

Job Opening

Maxwell Spanish Immersion Magnet Elementary School, **Lexington, Kentucky**, seeks an **elementary school principal** (Grades PK-5). Native speaker of Spanish or native-like fluency strongly preferred.

Must have a Master's degree, Kentucky certification as an elementary school principal (or be eligible for certification), have three years experience as an elementary school teacher, have knowledge of second language instructional methods, and have three years experience in an immersion or bilingual program.

Send application, statement addressing your philosophy or vision for administering an elementary school, transcripts, certification for school principalship, and five current references to: Mr. Michael C. Carr, Director of Human Resources, Fayette County Public Schools, 7091 E Main Street, Lexington KY 40502-1699.

Evelyne Armstrong Named PNCFL Teacher of the Year!

Congratulations are in order for a long-time leader in the Pacific Northwest Council on Foreign Languages community, Evelyne Armstrong from Tacoma, Washington.

Evelyne teaches French at the Charles Wright Academy in Tacoma, WA, and served on the Washington Association of Foreign Language Teachers board for many years as the elementary school representative.

She also serves as the public relations chair of the National Network for Early Language Learning (NNELL). Her other hats include teacher trainer, author, curriculum developer, and conference presenter.

Evelyne has tirelessly shared her expertise, enthusiasm, and love of language with the teachers of Washington and PNCFL. Congratulations to Evelyne from the NNELL membership!

Juguetes Fantásticos

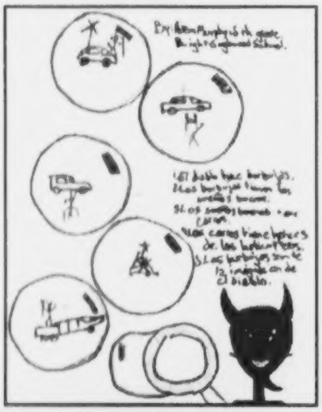
Mari Haas
Teachers College
Columbia University
New York, New York

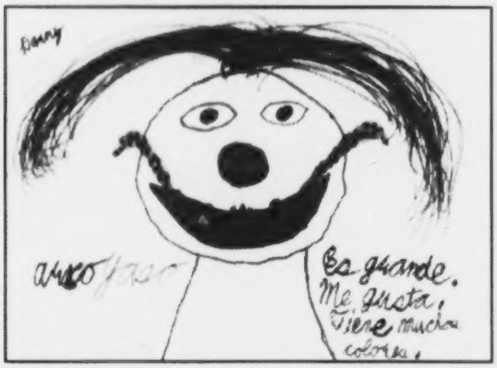
Jorge Elías Lújan, an Argentine poet and musician who lives and works in Mexico City, visited Janet Glass' 4th and 5th grade Spanish classes at Dwight-Englewood-Bede School in Englewood, New Jersey, in the spring of 1997.

He showed the students slides of Mexican folk toys: colorful clowns (*payasos*), windmills (*molinillos*), flipping acrobats on wooden stilts (*maromeros*), Noah's Ark (*arca de Noé*), brilliant butterflies (*mariposas*), laughing skeletons and devils used for the Day of the Dead celebration (*calacas*), tooting horns (*cuernos*), slithering snakes (*víboras*), metal helicopters (*helicópteros*), wooden frogs (*sapos*), and iridescent bubbles (*burbujas*).

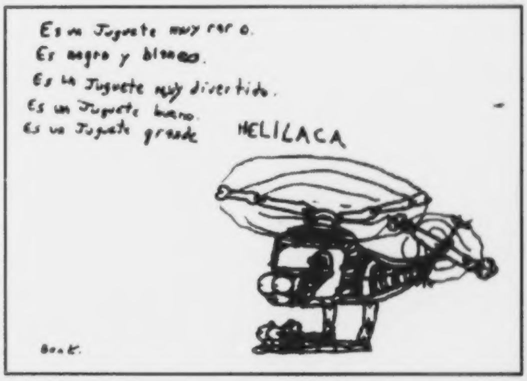
The students described the toys and responded to Jorge's questions about them. *¿Está contento o triste? ¿Adónde va? ¿Qué mira? ¿Les gusta este jugete?*

Then Jorge asked the students to close their eyes and think of the toy they liked the best. Thirty seconds later he asked them to think of the toy they liked second best. Janet passed out paper and colored markers. The students thought about how to combine their two favorite toys into a unique creation. They drew the new toys, gave them a name, and wrote about them. Below are some examples of their wonderful creations:

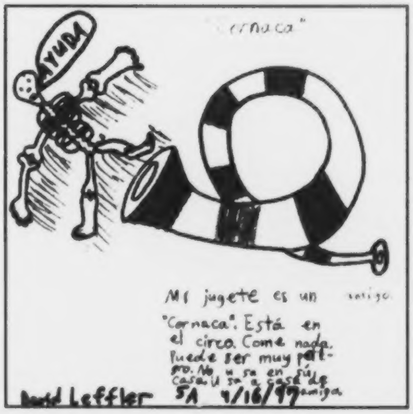




Es grande. Me gusta. Tiene mucho colores.



Es un Juguete muy raro.
Es negro y blanco.
Es un Juguete muy divertido.
Es un Juguete bueno.
Es un Juguete grande



Mi jugete es un amigo.
"Cornaca". Está en el circo. Come nada. Puede ser muy peligro. No v sa en su casa. V sa a casa de amiga

David Leffler 5A 4/16/97

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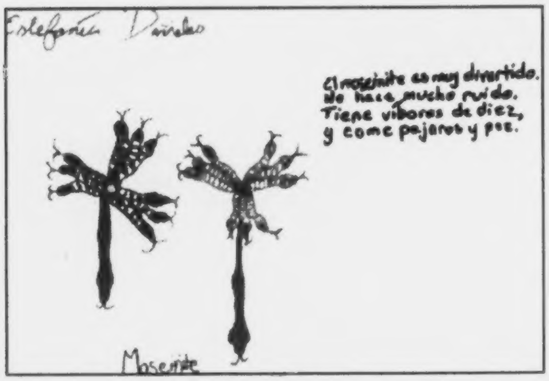
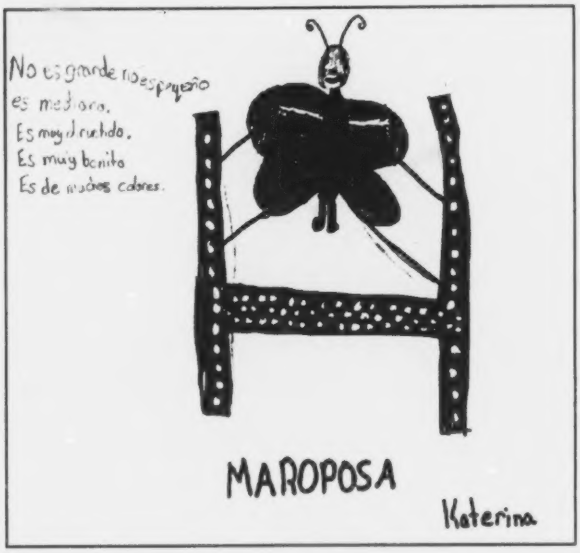
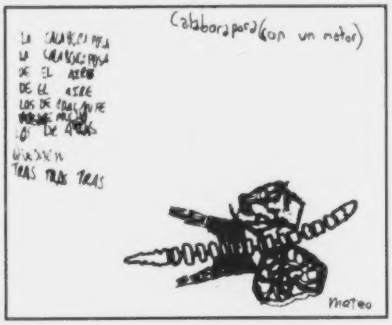
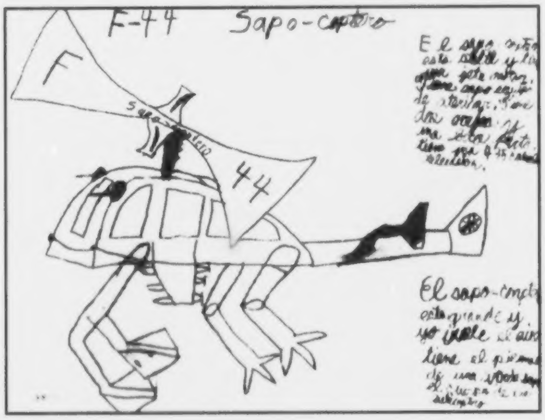

Eslefania Dávila
El mosquito es muy divertido.
No hace mucho ruido.
Tiene víboras de diez,
y come pájaros y pez.
Mosquito


No es grande no es pequeño
es mediano.
Es muy divertido.
Es muy bonito
Es de muchos colores.
MAROPOSA
Katerina

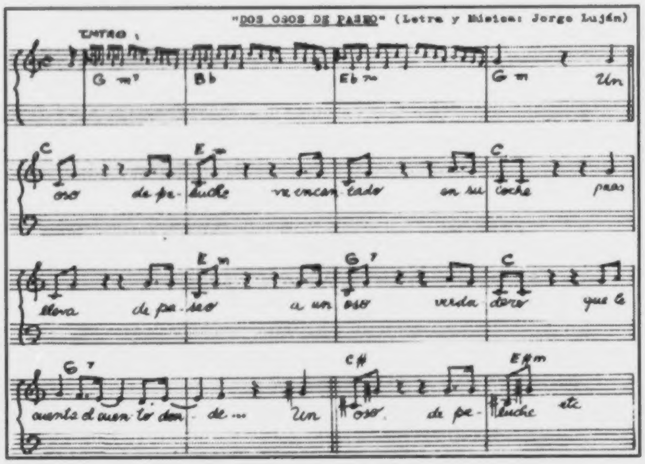

Calaborapora (con un motor)
LA CALABOCIPOSA
LA CALABOCIPOSA
DE EL AIRE
DE EL AIRE
TRAS TRAS TRAS
mateo


F-44
Sapo-coptero
F
44

The visit ended with Jorge's original song, *Un oso*. As he sang and played his guitar, he modeled movements to go with the song. And "*beep, beep*" an exciting visit came to an end.

Un oso (pat stomach twice with hands as if you were a fat bear)
de peluche (cross arms and pat upper arms twice as if you were giving yourself a hug)
Va encantado (smile and pat the sides of your face with both hands)
en su coche (make your hands into fists, place one fist on top of the other in front of your right shoulder, knock one fist on the other saying "beep, beep").
Pues lleva (pat stomach twice with hands as if you were a fat bear)
de paseo (cross arms and pat upper arms twice as if you were giving yourself a hug)
A un oso (smile and pat the sides of your face with both hands)
verdadero (make your hands into fists, place one fist on top of the other in front of your right shoulder, knock one fist on the other saying "beep, beep").

¿Qué le cuenta el cuento dónde...
(repeat song)


"DOS OSOS DE PASEO" (Letra y Música: Jorge Luján)
INTRO
G m7
Bb
Eb m
G m
Un
C
oso de pe-
E m
luche va encan-
tado en su
C
coche pues
lleva de pa-
E m
seo a un
G 7
oso verda-
C
dero que le
G 7
cuenta el cuen-to don-de...
Un
C#
oso de pe-
E♭m
luche etc

NOTA: Como es un cuento de nunca acabar se repite varias veces, siempre subiendo un semitono.

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A Perspective on the Cultural Perspectives

Genelle Morain
Formerly of University of Georgia
Athens, Georgia

The national standards for student learning of foreign languages is a visionary document that encourages new ways of looking a foreign language education. The standards also encourage a sequence of foreign language instruction that begins as early as kindergarten and continues through grade twelve and beyond. Classroom teachers in school districts across the country are encouraged to systematically integrate into their instruction the five goals and eleven standards defined in this document so that all students in the United States benefit from a foreign language program that better prepares them for the future.

The second of the five goals is Cultures: Gain knowledge and understanding of other cultures. *One of the intriguing aspects of this goal is the relationships that are highlighted among cultural perspectives, practices, and products. In their classrooms, teachers may already address cultural practices and products, but not consider the philosophical perspectives of culture. The following article is included to help teachers gain a better understanding of the three components of the* Cultures *goal.*

> *. . .the familiar division of culture into "Big C," "little c" categories has been supplanted by a new tripartite way of looking at culture.*

Perhaps the most significant aspect of the standards related to *Cultures*—and the most challenging as well—is the important role that cultural perspectives play in both *understanding* other cultures, and in *using* cultural knowledge in appropriate ways. In the document *Standards for Foreign Language Learning* (pp. 43-48), the familiar division of culture into "Big C," "little c" categories has been supplanted by a new tri-partite way of looking at culture. This new model designates the components of culture as perspectives, practices, and products. If students are to have the dimensional awareness of culture as conceived in the standards, it is important to help them understand each component of the new model.

Teachers and students alike have little difficulty in grasping the concept of products. They are aware that every culture has produced tangible products of lasting beauty and merit, such as the novel *Anna Karenina*, the painting Mona Lisa, and the poetic form known as haiku. They also recognize everyday items as cultural products: rolling pins, back hoes, wedding veils, and boiled peanuts. It is only one step further to understanding that products may also be intangible. Examples would include street raps, political systems, graveside eulogies, and the cousins' unwritten rules for playing tag at the family reunion.

The second component of culture, practices, is also familiar to students. Teaching the accepted behaviors for interacting with other members of the foreign culture in given social situations is already a familiar classroom learning activity. Two examples from American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the minister's hand after an excellent sermon.

Most of the time, teachers and students have little difficulty distinguishing between a product and a practice. Being able to talk about the connections between products and practices offers new cultural insights. There are times, however, when the distinction between a product and a practice may appear to be a fine one. The educational system of a country may be viewed as a product of that culture. At the same time, how people participate in the educational system involves a set of connected practices. Sometimes forcing a difficult distinction is unnecessary. Few native speakers will ever buttonhole a foreigner on the street and demand, "Tell me now! Is this a product or a practice?" If students can recognize a product and are aware of its role within the culture, and if students know the practice and can participate if necessary, they will be able to interact in a new culture with poise and confidence.

It is the third component of culture—the perspectives—which seems to pose the greatest difficulty in understanding. As defined by the standards document, the perspectives of a culture would include such hard-to-pinpoint aspects as the popular beliefs, the commonly held values, the folk ideas, the shared attitudes, and the widely held assumptions of members of the culture. All of these combined are sometimes said to comprise the "world view" of a culture. The complicating factor is that while native informants can easily describe a product or explain the correct procedures for a practice, most members of a culture, when asked point blank, find it impossible to give a succinct explanation of their world view. Certainly it is difficult to explain one's own culture to others. Many times values are never put into words, unstated assumptions are not recognized, and "shared cultural attitudes" are not analyzed. Reflecting upon perspectives is not an everyday occurrence; naturally, it is doubly difficult to speak with confidence about the perspectives of another's culture.

If ferreting out the perspectives of a culture is such an arduous task, why bother? The answer is simple: it is the perspectives of a culture which sanction the practices and create a need for the products. It is the perspectives which provide the reason for "why they do it *that* way" and the explanation for "how can they possibly think *that*?" Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, it is critical that this elusive but fundamental component of culture not be ignored.

It is the perspectives which provide the reason for "why they do it that *way" and the explanation for "how can they possibly think* that*?"*

Teachers who are familiar with the standards document often report that they take immediate steps to introduce their students to the perspectives/practices/products model. This gives their students ready access to a system for talking about the components of the target culture. Students soon become adept at recognizing products and practices; and many for the first time become aware of the existence—backstage—of cultural perspectives.

No one—teacher or student, native or non-native speaker—should feel embarrassed by being unable to easily identify an underlying perspective. Unfortunately, because few textbooks offer specific help in this regard, there is a temptation, when questioned, to concoct a perspective based on a personal experience, or to "discover" a perspective derived from a widely held stereotype. To do so is to risk accuracy for the sake of face-saving. When teachers and students are wondering about an underlying perspective, the best learning experi-

The search for perspectives also offers rich interpersonal experiences for teachers and students who seek answers through discussions with native speakers in the community.

ence is to search for the answer together. This quest for giving shape and substance to the beliefs which provide context for practice or product becomes a satisfying intellectual challenge. Valuable resources might include print and non-print materials from the target culture (traditional literature, contemporary media, scholarly documents) as well as from research available in other disciplines in American culture. The search for perspectives also offers rich interpersonal experiences for teachers and students who seek answers through discussions with native speakers in the community.

It becomes clear that the new view of culture outlined in the standards—highlighting the interdependence of products, practices, and perspectives—offers intriguing possibilities for students to combine the goal area of *Cultures* with the other areas of *Communication, Connections, Comparisons*, and *Communities*.

Notes

- This article is reproduced with permission of The National K-12 Foreign Language Resource Center, Iowa State University, Ames, Iowa, where it was published as part of a guide to help teachers align their curriculum with the standards. To order the guide, *Bringing the Standards into the Classroom: A Teacher's Guide* ($6/copy or 10 copies for $50), contact Trina Garman, 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.
- To order a copy of the national standards, contact: National Standards Report, P.O. Box 1897, Lawrence KS 66044; 913-843-1221; Fax: 913-843-1274. Cost is $20.
- For more information about the standards see *Learning Languages 1* (3).

NNELL Annual Meeting

Saturday, November 22, 1997

4:15-5:15 p.m. Room: Bayou D

Come to our annual meeting where we will celebrate the 10th anniversary of the National Network for Early Language Learning (NNELL) through varied presentations honoring NNELL leadership and highlighting key moments in NNELL's history.

In addition, NNELL's work in support of the implementation of the national standards will be reviewed, as will current advocacy issues that impact K-8 foreign language education. We hope you will be part of this special event!

NNELL Booth at ACTFL

Join us at the NNELL booth in Exhibits Hall throughout the ACTFL conference. On-going anniversary activities will take place at the NNELL booth. Several surprises are in store for NNELL members who stop by. Join us at the booth for more of NNELL's Tenth Anniversary festivities!

Swapshop Breakfast

Saturday, November 22, 1997

8:00-9:30 a.m. Room: Carroll

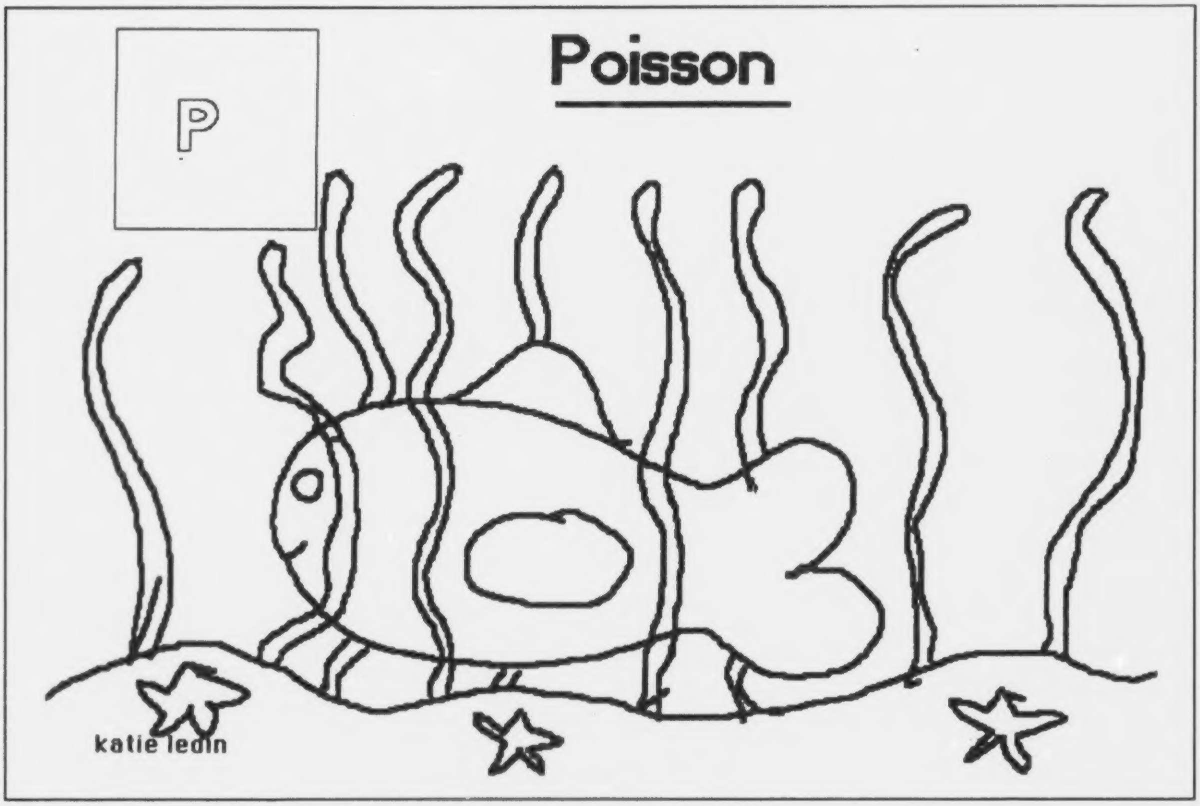
Join your colleagues for breakfast, celebrate NNELL's 10th anniversary, and share effective teaching strategies for the K-8 classroom.

Please bring 200 copies of a one-page teaching activity to share. Include the following information in the activity: your name and address, language and grade level, lesson topic, objectives, standards targeted (if possible), materials, description of activity, and assessment.

Publishers will display materials for elementary school foreign language programs, door prizes will be provided, and placemats that are children's drawings from elementary school foreign language programs throughout the country will be given to each participant.

Come and be a part of this popular NNELL tradition!

Children's Classroom Creations



Katie Ledin
Grade 2
Clear Springs Elementary School
Minnetonka, MN
Kay Triden, French Teacher

About This Class Project . . .

This student's computer creation was part of a larger class project in a second grade French class. After learning the alphabet, students were given a letter to illustrate with a word that they already knew in French. Students created an alphabet book for the French classroom that they can read and every student took home a copy of their class book.

Students used the computer program *Kid Pix* to create their pages during their regular classroom time, using a rough draft of their page created during French class. The second grade teachers found they were able to supervise the project, even though none of them speak French.

This project is an example of the third goal of the national standards—*Connections: Connect with other disciplines and acquire information.* The project was designed in response to the classroom teacher's plea for more computer projects to help students learn how to use *Kid Pix.*

Political Action and Advocacy Make a Difference

Kay Hewitt
Political Action and Advocacy Chair
Lexington, South Carolina

Your continued support in the matter of funding for foreign language education is crucial.

The NNELL Executive Board would like to thank NNELL members who have written to their federal legislators on behalf of funding for foreign language education. A sample letter to members of Congress was included in the Spring 1997 issue of *Learning Languages* and is available on NNELL's website.

At this writing, funding for Title VI has been allocated, and Congress is in the process of reauthorization (clarifying the details of the fundable projects) of the various Title VI programs. One of the recommendations to Congress from the U.S. Department of Education is to continue to fund Language Resource Centers *and to strengthen their outreach to the K-12 level.* This is an important first step toward support for K-12 education.

An effective next step in advocacy for NNELL members would be to contact their members of Congress, in person or by telephone, during the Congressional recess in November to let them know that NNELL supports the recommendation of outreach by Language Resource Centers to K-12 education and to urge them to fund the Centers at the recommended level in the next budget period.

Title VII Foreign Language Assistance Program (FLAP) grants are the main source of funding for innovative elementary school foreign language programs in our country. Unfortunately, the existing FLAP grants have experienced 50% cuts for the 1997-98 school year and no applications were accepted for new grants for 1997-98. It may be that these grants will be offered in December 1998, but there is no way to find out this information except to check the federal register for announcements or the JNCL website at http://www.languagepolicy.org. For those of you who were counting on using FLAP grants to support early language learning programs, this is quite a setback. We urge NNELL members to take time to write a personal note of concern to their senators and representatives.

Your continued support in the matter of funding for foreign language education is crucial. When you write to your legislators, remember these key points:

- Explain who you are and what you do,
- Mention the number of students who benefit from the foreign language program with which you are involved,
- Include the fact that the new national foreign language standards provide for a long sequence (K-12) of instruction for students in a second language,
- Explain that the funding of FLAP grants is critical to the establishment of early language learning programs throughout the country,
- Encourage them to support the Title VI funding for Language Resource Centers and support outreach by the Centers to the K-12 level, and lastly,
- Request a written response from each of your legislators.

I will be conducting a NNELL Advocacy session at ACTFL on Sunday, November 23 from 9:15–10:15 a.m. I will be presenting the NNELL Tenth Anniversary Advocacy Packet in my session, so I hope that you will be there.

Below is a report from a teacher in the Midwest who received support from the Advocacy and Political Action Committee this summer.

A Case in Point: Preserving an Elementary School Foreign Language Program

Recently, two of the three teachers in our elementary foreign language program resigned for unrelated personal reasons. Because of budget concerns, our Board of Education routinely reviews programs if teachers resign. Following the resignation of the second teacher, approximately two weeks time was given to collect information and ask classroom teachers for their input regarding the advantages and disadvantages of the early language learning program within the district.

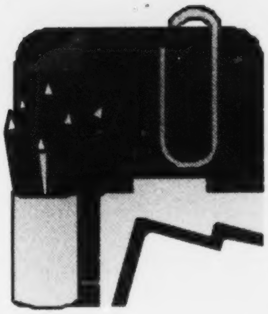
The timing was difficult for this two week review due to the fact that school had ended one week prior to this request for feedback. Consequently, contacting teachers and parents was done with limited success.

The evening of the board meeting, it was evident that the members had little information about the elementary school foreign language program. I contacted the NNELL Political Action and Advocacy Committee about my concerns. Letters from national leaders in the field of foreign language education were faxed within two days and were very helpful in getting the attention of the district administration as well as the board members. Signed petitions, as well as phone calls made by parents, were necessary in demonstrating support for the program to the board and administration.

Letters from national leaders in the field of foreign language education were faxed within two days and were very helpful . . .

Two additional elements convinced the board that the district should continue the program. Board members were impressed with the support of the elementary school staff for the program. Teachers emphasized the effectiveness of the program's reinforcement of content-basic concepts that are taught in math, science, social studies, health, art, P.E., and music. At this time, my position as elementary school foreign language teacher has been verified and I am hopeful that the two teachers who resigned will be replaced.

I would like to express my sincere appreciation for the letters of support from the members of the Executive Board of NNELL. Obviously, your acts of advocacy have made a positive impression! I urge any NNELL members who need similar support for their early language learning programs to contact Kay Hewitt, National Political Action and Advocacy Chair for NNELL, whose address and e-mail are listed on the back cover of this journal.



Classroom Resources

Spanish

For those teachers who have already discovered the joys that accompany the use of literature in the language classroom, there is great news. Almost all of the major publishing companies have produced high-quality, exciting elementary-level reading programs in Spanish. While these programs were primarily created in response to the growing need for materials for Spanish-speaking elementary-aged children, they are also appropriate for immersion Spanish classes and less intensive elementary school programs.

All of the series contain texts and workbooks, while the ancillary materials differ slightly. These beautiful resources are over-flowing with color and vibrant imagery. Many of the programs have been written with the expert advice of renowned language theorists, such as Stephen Krashen, David and Yvonne Freeman, and Alma Flor Ada.

The texts contain full-color reproductions of some of the best children's literature available today. There are translations of well-known English-language stories, culturally-rich stories, myths, and legends. Support materials center around literature and themes that are both appropriate and interesting for elementary learners.

The following chart summarizes the main elements of each of these major programs.

Reading Program:	***Solares***	***Literatura abremundos***	***Estrellas de la literatura/cielo abierto***	***Invitaciones***	***Cuentamundos***
Company:	Scholastic, Inc.	Silver Burdett Ginn	Harcourt Brace & Co.	Houghton Mifflin Co.	Macmillan/McGraw-Hill
Contact Address:	555 Broadway, New York, NY 10012-3999	299 Jefferson Rd., P.O. Box 480, Parsippany, NJ 07054-0480	6277 Sea Harbor Dr., Orlando, FL 32887	1900 S. Batavia Ave., Geneva, IL 60134	220 E. Danieldale Rd., Desoto, TX 75115
Phone:	800-724-6527	800-848-9500	800-225-5425	800-733-2828	800-442-9685
Website:	www.scholastic.com	www.sbgschool.com	www.harcourtbrace.com	www.eduplace.com	www.mmhschool.com
Levels:	K-6	K-6	K-6	K-5	K-6
Text:	Literature, poetry, meet the author/artist, non-fiction articles	Literature, poetry, theatrical pieces, non-fiction articles, photo-essays	Literature, poetry, non-fiction articles, traditional *coplas*	Literature, poetry, personal narrations, non-fiction articles	Literature, poetry, non-fiction articles, social studies, science readings
Workbooks/ evaluation materials:	Activities revolve around themes and readings; exercises of vocabulary, grammar, phonetics, writing	Pre-reading and post-reading activities, cause and effect, and predict the ending exercises	Full-color workbooks contain more readings to supplement the text, comprehension and open-ended questions	Workbook activities center around readings, use of story webs, grammar activities in context	Activities include phonics and grammar exercises, reading comprehension, and vocabulary practice
Tradebooks:	All of the Scholastic favorites are here *(Clifford, The Magic School Bus, Curious George)* plus books about the Spanish-speaking world *(El aullido de los monos)*	There are some wonderful cultural readings in this collection *(Por fin es Carnaval, Vejigante, El tapiz de abuela)*	The *Cielo abierto* section of this program is the source for trade books. It is an extensive collection and perfect for building a classroom library	Books in translation *(The Hungry Caterpillar, Freckle Juice)* and many by Alma Flor Ada *(La jaula dorada, Una extraña visita, Me llamo Maria Isabel)*	Hard and soft-cover books are included, some books in translation, others by renowned Hispanic authors (i.e., *Las orejas del niño Raúl, Camilo José Cela*)
Ancillaries:	Guides and Posters based on themes (i.e.: *animales en peligro, inventos*); video cassettes "Meet the Mentor" (interviews with adults about their professions)	Thematic magazines; audio cassettes with native-speakers reading stories; CD with Spanish-language songs; vocabulary flash cards	Integrated spelling workbooks; grammar workbooks; reading evaluations; portfolio assessment materials; audio cassettes with native speakers reading stories	Transparencies; audio cassettes (with songs and native-speakers reading stories); theme posters; CD-ROMs with readings and activities	CD-ROM with stories and phonics practice; decoding workbooks, teacher support materials/texts; transparencies with story maps, audio cassettes, flash cards

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German

Schöne, G. (Merkes-Frei, C., & Tietze, U., Eds.). (1996). *Trommle mein Herz für das Leben*. New York: Goethe Institut.

Available from AATG, 112 Haddontowne Court # 104, Cherry Hill, NJ 08034-3668. 609-795-5553; Fax: 609-795-9398; E-mail: aatg@compuserve.com. Cost is $12.00 for the songbook (Liederbuch) *with sample lessons, plus audio cassette with songs and interview. Order item # 310-6456SL.*

This teaching material features the singer and songwriter Gerhard Schöne from Berlin. Schöne grew up in what was previously known as East Germany. Since the reunification of Germany, he has become well-known throughout Germany.

Schöne's songs tell about all the little things in life. Schöne himself says his songs "are meant to be signs of life," that speak to things both in us and around us.

The Schöne package consists of an audiocassette with 11 songs and an interview, a songbook with lyrics *(Liederbuch)*, and teaching examples and worksheets for the songs. The material was published by the Goethe Institut and the teaching aids were developed by a team of teachers in Atlanta and Seattle.

This teaching material can be used at all grade levels. The lessons provided in the book are divided into three parts: elementary school, high school, and college and university.

Trommle mein Herz für das Leben provides an opportunity to teach German through music and poetry. Schöne is accompanied by his guitar and children's voices on the audio cassette. His melodies are *"Ohrwürmer"*, (songs that stay in your head.) Students at all levels will love learning German with this wonderful resource.

French

Goode, D. (1992). *Où est maman?* Paris: L'École des Loisirs.

Available through Le Françàis Fantastique, 1490 Danforth Avenue, Toronto, Ontario M4J-1N4. Tel. and Fax: 416-465-3015. ISBN 2211018378. Cost is $24.95 plus shipping.

This book is an absolute delight—the perfect text to read to children just beginning to learn French, or from which to develop a lesson on family and feelings. The story is simple: two young children lose their mother in a French train station when she runs after her hat, and they spend the rest of the book trying to find her. A kindly *gendarme* offers to help and asks the children to describe their mother. The *gendarme* then shows them a number of women who might fit the description, but the children contradict him with more apt descriptions until they are finally reunited with their mother.

The setting is the 1920s and the illustrations reflect the period perfectly. The illustrations are evocative of another time and place. The text is simple, but moving, and includes a fair amount of repetition. Children will love this tale of separation and reunion and teachers will find many ways to build rich language lessons around it.

Founding Members of NNELL

We would like to recognize the following 26 people who were the founding members of NNELL. They were part of a larger group who attended a historic FLES networking session at the 1986 ACTFL Conference in Dallas, where it was decided that it was time to form an official network for early language learning. Those listed below attended a "FLES Network Planning Meeting" at the Center for Applied Linguistics from January 31 to February 1, 1987, when NNELL was founded. Thank you all for your continued support! We could not do it without you!

Carolyn Andrade
Rosemarie Benya
Christine Brown
Helena Curtain
Jack Darcy
Diane Ging
Betsy Grob
Donna Grundstad
Mari Haas
Nancy Hess
Sheri Houpt
Laureen Hurt
Melanie Klutts
Sara Lindsley
Gladys Lipton
Myriam Met
Kurt Muller
Bettye Myer
Carol Ann Pesola
Joy Renjilian-Burgy
Nancy Rhodes
Kathleen Riordan
Marcia Rosenbusch
Elsa Statzner
G. Richard Tucker
Susan Walker

In the Spring 1991 Issue of *FLES News*, we announced the decision that NNELL was changing from an informal network to a formal organization. On the membership form, we said, "In honor of NNELL becoming an official organization, anyone who renews their subscription or becomes a member for the first time by Fall 1991 will be listed as a Founding Member of NNELL." The following 610 individuals and organizations were members in the fall of 1991. We thank them for their support and look forward to continuing to work with them in the years ahead.

Beth Aaron
Karen Abate
William G. Abrams
Judy E Abrams
Clementina R. Adams
Diane Fagin Adler
Elaine Ainsworth
Gilbert J. Albert
Nancy Joy Allchin
Jean C. Anderson
Laura Anderson
Janet Anderson
Chestine Anderson
Carolyn Andrade
Amity Andrews
Mary Clare Andrews
Fred Antrobus
Mary Apodac
Evelyne Armstrong
Kristina Arteaga
Anne Arzeno
Helena R. Ashwell
Heidi Badzio
Marie-Francoise Barbier
James Barker
Jane Barley
Harriet Barnett
Pat Barr-Harrison
Mary Beth Barsh
Juneal A. Bartlett
Alice Barton
Laura Becker
Rachel Becker
Barbara M. Beeson
Joan Bellanca
Doris Bello
Marilyn J. Bender
Ruth Bennett
David Benseler
Heide Bentley
Rosemarie A. Benya
Fred Berg
Bonnie Bernstein
Peter Besserer
Olga M. Biancheri
Nell Birk
Jeanne Blackstone
Alain M. Blanchet
Susan Block
Al Bode
Connie Bond
Julie Bordo
Jeanette M. Borich
Elizabeth Bouma
M.T. Bourdoiseau
Alicia Rodríguez Bower
Sister Mary Rita Boyle
Peggy Boyles
Mavis Brady
Deborah B. Britt
Mary Brock
Frank Brooks
Betsy Brown
Annick Brown
Christine Brown
Marcia Brownstein
Barbara Brundo
Dorothea Bruschke
Lynn Bryan
Mary Buchert
Gail T. Buckley
Beth Budreau
Linda Bunney-Sarhad
Gracie R. Burke
Susy Calvert
Linda Cannon
Jeanne Canon
John Carlino
Jeanine M. Carr
Randy Carroll
Elaine Fuller Carter
James Case
Gayle Cedar
Jennie Celona
Myriam Chapman
Walter L. Chatfield
James R. Chatham
Kathy Carter Cheek
Donna Christian
Nancy C. Cich
Jakarta Cilandak
Elizabeth Cirelli
Laura Clark
Kathryn Clark
Diane Coit
Virginia P. Collier
Harrison Collier, Jr.
Sidney Collison
Susan Colville-Hall
Nancy Conforti
Barbara Connell
Marguerite E. Conrad
Madeleine Constantinow
Thomas Cooper
Susan Corbin-Muir
Karen Coster
Ruta Couet
David E. Cox
Jerry L. Cox
Penny Crane
Linda K. Crisan
Kathleen Croghan
Terence G. Cronin
Susan Cronin
Keith D. Crosbie
Robert Crosier
Linda C. Cross
Lucy G. Crowley
Helena Curtain
Solange Z. Dabbs
Marcia Dabkowski
Gala Daftary
Paul E. Dammer
John M. Darcey
Dorothy F. Day
Carol T. Dean
Bridget Dean
Ann Denlinger
Lynne Derus
Mary P. Diaz
Vilma Diaz
Rosemarie DiOrio
Fred Dobb
Anne G. Donnelly
Kay Doran
Cynthia L. Dotto
Craig Douglas
Maryann Downey
Donna J. Driscoll
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Greg Duncan
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Hiroko Kataoka
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Gloria Brandt Kelley
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Dulaney-Browne Library
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Organizations

- Languages Other Than English, Edmondton Public Schools, Alberta, Canada
- Carl B. Lord School
- Abington Friends School
- Michigan State University
- High Point University
- Arizona Department of Education
- Glynn County Schools, Georgia
- SEDEC, Barcelona, Spain
- Crailsheim ES/HJS, Germany

CPF celebrates 20 years of achievement

Proud of Two Languages
Nos deux langues, notre fierté

In 1977, 35 individuals formed Canadian Parents for French. They believed all Canadian children should have the opportunity to learn French and become bilingual.

Twenty years later 310,000 students across Canada are enrolled in French immersion programs and nearly 2 million children participate in core French classes.

Congratulations to all CPF members and volunteers!

Visit Ñandutí: A Website on Foreign Language Learning in Grades K-8

The foreign language initiative of the Northeast and Islands Regional Educational Laboratory at Brown University (LAB) has created a resource website, "Ñandutí", that provides up-to-date information on early start/long sequence foreign language programs for parents, teachers, and administrators .

Ñandutí's focus is on practical, easily-implementable materials, resources, and techniques applicable at the K-8 level. The initiative's goal is to enhance foreign language instruction in the Northeast (Maine, Vermont, New Hampshire, Massachusetts, Rhode Island, Connecticut, and New York), Puerto Rico, and the Virgin Islands.

The name "Ñandutí" was chosen because it means not only spider web in Guaraní, the indigenous language of Paraguay, but also an intricately sewn lace that resembles the threads of a spider's web. Like the Ñandutí, the strands of the website intersect to provide strong links among foreign language instruction, applied research, and recent developments in teaching and learning, while also creating a unified resource that stands alone.

Staff from the Center for Applied Linguistics (CAL) designed Ñandutí to address constituent needs and interests. Ñandutí is a dynamic resource that adapts to and reflects current needs as well as emerging developments in research and practice.

Ñandutí's major sections are: frequently asked questions, the foreign language standards, resources, a snapshot of K-12 foreign language instruction, a calendar, teacher development, and upcoming activities of the foreign language initiative. Visit Ñandutí at: http://www.cal.org/earlylang.

NNELL Tenth Anniversary Fundraiser Nets More Than $10,000!

Through the generous contributions of numerous NNELL members, language organizations, and publishers, more than $10,000 was raised in 1997 to support the efforts of the organization during its Tenth Anniversary. The funds ($10,235, to be exact) are being used to support a variety of activities: the first-ever NNELL Invitational Institute held at Wake Forest University, July 9–12, 1997; advocacy and political action packets; special NNELL activities at ACTFL 1997, and the publication of NNELL's journal, *Learning Languages*.

We offer our heartfelt thanks to the following individuals, organizations, and publishers for their support of our efforts to improve the language education of young children:

Diane Adler
American Association of Teachers of Spanish and Portuguese, Inc.
Carolyn Andrade
Penny Armstrong
Harriet Barnett
Rosemarie Benya
Kathleen Boykin
Peggy Boyles
Christine Brown
Patricia H. Carlin
Elaine Fuller Carter
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Marcia Soule
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Southern Conference on Language Teaching
Southwest Conference on Language Teaching
Teresa Stout
Susan Thorne
Tongues Untied
Maria Trebby
Ray Verzasconi
Washington Association for Language Teaching
Sylvia Whitmer
JoAnne Wilson

NNELL Sponsors Invitational Institute to Promote National Standards for Early Language Learning in Grades K-8

The National Network for Early Language Learning (NNELL) invited state representatives and board members to meet and work as a group for the first time in the history of the organization. Representatives from 34 states attended the Invitational Institute on National Standards for Foreign Language Learning held July 9–12, 1997, at Wake Forest University in Winston-Salem, North Carolina.

The institute "Curriculum Reform for K-8 Foreign Language Learning" was co-funded by Wake Forest University and the Foreign Language Association of North Carolina. Dr. Mary Lynn Redmond, NNELL President and Associate Professor of Education at Wake Forest, directed the institute.

The purpose of the institute was to bring together NNELL state and regional representatives to focus on the implementation of standards for foreign language learning in K-8.

The opening event to welcome attendees was a wine and cheese reception sponsored by the Department of Romance Languages, which was followed by dinner. On the following day, Christine Brown, NNELL Second Vice President and Chair of the K-12 Student Standards Task Force, and Jamie Draper, Special Projects Manager at the American Council on the Teaching for Foreign Languages (ACTFL), opened the institute with an in-depth introduction to the standards for foreign language learning.

From left, Ruta Couet (SC) and Madeleine Pohl (WA) work with other participants to prepare model lessons that address the foreign language standards at the NNELL Invitational Institute in Winston-Salem, North Carolina.

Prentice Hall, Inc. donated copies of the *Standards for Foreign Language Learning: Preparing for the 21st Century* and the *Presenter's Guide for the Familiarization Workshop* so that institute participants will be able to conduct workshops on the standards for foreign language educators at the local and state level during the coming school year.

Dr. Kathleen Riordan, Past President of ACTFL, presented insights and experiences from the foreign language programs in Springfield Public Schools (MA), one of the pilot sites for the foreign language standards. Participants viewed clips of model lessons from Springfield Public Schools elementary foreign language classes and discussed how the standards were incorporated into these lessons.

On the second day of the institute, Christine Brown conducted an orientation session on the role of state representatives in NNELL's work to promote early language learning across the country. Kay Hewitt, Chair of the Political Action and Advocacy Committee, shared information about committee activities and upcoming events for the Tenth Anniversary Celebration in November at the ACTFL Conference in Nashville, Tennessee.

Following these sessions, Eileen Lorenz, Past President of NNELL, and Marty Abbott, NNELL Treasurer and Member of the Students Standards Task Force, led a discussion on the characteristics of the learner in grades K-8 and specific ways in which student learning traits might be considered when teachers plan effective instruction. Eileen Lorenz demonstrated a model content-based lesson in French that addressed several standards, and then led a discussion on how the standards were incorporated into the lesson.

During the next two days, institute participants worked in groups organized by grade levels and languages to develop model lessons incorporating the standards. Each group identified a theme and wrote two lessons. Participants demonstrated and discussed their lessons to gain feedback from other institute members.

Lessons were developed in French, Spanish, Latin, Japanese, and Chinese for grades K-2, 3-5, and 6-8. These lessons will be field tested, revised, and edited in the coming months. A publication of lessons from the institute will be made available nationally as a resource in the implementation of the standards for foreign language learning in grades K-8.

Wake Forest University, Winston-Salem, and the surrounding area are rich in culture and history and participants enjoyed some of the local sites while attending the institute. They visited the Reynolda House Museum of American Art, home of a nationally acclaimed collection of artwork and furnishings, and the Moravian town of Old Salem, founded in 1766.

At the conclusion of the institute, each attendee received a certificate of participation. Contributions from Heinle & Heinle Publishers and Lumina provided foreign language instructional materials as door prizes. California representative Katia Parviz-Condon won the Grand Prize, a trip to Quebec provided by Julian Travel of Alexandria, Virginia. A special NNELL Tenth Anniversary cake and lemonade were served at the closing festivities to celebrate the conclusion of this productive institute for the National Network for Early Language Learning and to toast the accomplishments of the past 10 years.

NNELL Institute Participants

George Ann Parker	Alabama
Patricia H. Carlin	Arkansas
Katia Parviz-Condon	California
Nancy Hernandez	Connecticut
Sue Bizerra	Florida
Kelley Jordan-Monné	Georgia
Suzanne Coons	Illinois
Mary Williams	Indiana
Jeanette Borich	Iowa
Penny Armstrong	Kansas
Alicia Vinson	Kentucky
Marcia Dabkowski	Louisiana
Diane Sturgis	Maine
Jill Basye	Maryland
Kathryn L. O'Dell	Michigan
Kathy Olson-Studler	Minnesota
Shannon M. Husley	Mississippi
Janet L. Glass	New Jersey
B. Anderson-Acosta	New Mexico
Peggy Reardon	New York
Fran Hoch	North Carolina
Bernadette Morris	North Carolina
Yoko Morimoto	Pennsylvania
Suzanne Cane	Rhode Island
Sharon McCullough	South Carolina
Mary McCorkle	South Dakota
Janet Norden	Texas

NNELL Institute Participants (cont.)

Loraine Shand	Vermont
Laurel Young	Virginia
Madeleine Pohl	Washington
Jacquelyn Dove	Wisconsin

NNELL Board Members and Speakers

Marty Abbott	Treasurer, Virginia
Christine Brown	Second Vice President, Connecticut
Jamie Draper	Special Projects Manager at ACTFL, New York
Virginia Gramer	Chair, Membership Committee Chair, Illinois
Kay Hewitt	Chair, Political Action and Advocacy Committee, South Carolina
Eileen Lorenz	Immediate Past President, Maryland
Mary Lynn Redmond	President, North Carolina
Kathleen Riordan	Past President of ACTFL, Massachusetts
Susan Walker	First Vice President, Missouri
Debbie Wilburn Robinson	Ohio Representative, Central States Regional Representative and President of Ohio Foreign Language Association

Special Guest Participants

Janis Antonek	Assistant Professor at the University of North Carolina at Greensboro
Ruta Couet	South Carolina Department of Education
Janis Jensen	Foreign Language Educators of New Jersey
Lucy Lee	President, Chinese Language Association of Secondary and Elementary Schools, New Jersey
Chih-Wen Su	Co-chair of the Chinese Standards Project, Massachusetts

Local Teachers and Conference Assistants

Deborah Alexander	Winston-Salem/Forsyth County Schools, North Carolina
Jeannette Caviness	Winston-Salem/Forsyth County Schools, North Carolina
Susan Decker	Winston-Salem/Forsyth County Schools, North Carolina
Fran Grantham	Guilford County Public Schools, North Carolina
Laura Hemphill	Winston-Salem/Forsyth County Schools, North Carolina
Christine Hurley	St. Leo's School, Winston-Salem, North Carolina
Ruthie Kirk	Winston-Salem/Forsyth County Schools, North Carolina

Wake Forest University Foreign Language Students

Christy Cassell	Kingsport, Tennessee
Nikos Chremos	Greensboro, North Carolina
Robert Jeremiah	Westfield, New Jersey
Elizabeth Waters	Arlington, Virginia
Erin West	Winston-Salem, North Carolina

Funding for the NNELL Institute

Wake Forest University
The Foreign Language Association of North Carolina
National Network for Early Language Learning

Contributions and Support

American Council on the Teaching of Foreign Languages	Yonkers, New York
Prentice Hall, Inc.	New York, New York
Junior Woman's Club of Greensboro	North Carolina

Conference Amenities

Brookstown Inn	Winston-Salem, North Carolina
Graylyn International Conference Center	Wake Forest University
Quality Express Printing	Winston-Salem, North Carolina
R.J. Reynolds Tobacco Company	Winston-Salem, North Carolina
Twinings Tea Company	Greensboro, North Carolina
Winston-Salem/Forsyth County Schools	North Carolina

Door Prizes

Heinle & Heinle Publishers	Boston, Massachusetts
Julian Travel	Alexandria, Virginia
Lumina	Alexandria, Virginia
Wake Forest University	Winston-Salem, North Carolina

Novice Oral Language Assessment (NOLA): Oklahoma's Investment in the Future

Peggy Boyles
Foreign Language District Coordinator
Putnam City Schools
Oklahoma City, OK

In a perfect world, when mandates requiring all elementary school students to receive instruction in a foreign language are declared, the resources are readily available and the monies are allocated to implement quality programs. Too many times, however, legislative mandates are only supported philosophically. The most committed school districts will use local district monies to provide quality experiences for the unfunded program, but most districts will desperately search for other solutions as the implementation deadline nears. Short and painless solutions are impossible.

> *. . .all future teachers in Oklahoma must be prepared to teach a foreign language.*

This article describes a long-term solution that is being implemented to address the need for teachers required to fulfill the Oklahoma mandate.

Oklahoma Mandate

In Oklahoma, the most comprehensive education reform bill in decades was passed in 1990. In the area of foreign language education, House Bill 1017 requires that all students in grades K-8 study a foreign language. In grades K-3, students participate in a foreign language awareness program and in grades 4-8, students must be enrolled in an articulated, sequential study of one language. Approximately 550 school districts in Oklahoma were given seven years, up to the 1997-1998 school year, to implement their programs. After this academic year, accreditation can be affected for not fully implementing the stated curricular standards. Similar mandates are in place or are currently being debated in other states across the country.

To address the problem of a shortage of elementary school foreign language teachers, Oklahoma is implementing a foreign language competency as part of the academic requirements of all students seeking a teaching certificate. Just as elementary teachers are currently prepared and required to teach math and social studies to their students, all future teachers in Oklahoma must be prepared to teach a foreign language.

Legislated Language Competency

In recent years, legislation in Oklahoma (HB 2246 in 1992 and HB 1549 in 1995) has strengthened requirements and competencies for all students seeking a teaching certificate. In support of the strengthened requirements, in October 1996, the Oklahoma Regents for Higher Education adopted a regulation that requires all students seeking a teaching certificate in any subject area to have "listening and speaking skills at the novice high level in a language other than English." This legislation shifted responsibility for ensuring that future teachers help provide elementary school foreign language instruction to Oklahoma's universities and colleges.

Since this new mandate cannot require any student to take additional college hours to fulfill the foreign language certification requirements, all students entering the university in

1997 or after need to qualify at the novice high competency level for acceptance as teacher education candidates. Their level of competency is determined by a proficiency rating from an assessment approved by, or developed by, the university. Never before has K-16 articulation been of more importance than it is now in Oklahoma.

Development of Language Competency Assessment

Recognizing that "seat time" does not always result in proficiency, several universities contracted with the Oklahoma Foreign Language Teacher Association (OFLTA) to provide the assessment and evaluation needed for their students to become teacher certification candidates.

OFLTA commissioned the author of this article to lead the development of an assessment instrument for speaking and listening at the novice high level based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. Thus, the Novice Oral Language Assessment (NOLA) Project began. The project has been a collaborative effort among K-12 teachers, university faculty, ACTFL trainers, and OFLTA. The assessment tasks planned have been reviewed by experts in foreign language assessment throughout the country.

The goal of the NOLA assessment is solely to establish speaking and listening skills at the novice high level as prescribed by the Regents. This assessment will not be used to establish more advanced proficiency levels, which is a separate, more complex issue best handled by the ACTFL Oral Proficiency Interview.

Teacher education candidates who come from foreign language programs in their K-12 school districts may take the NOLA assessment as early as their freshmen year of college, and if certified, would not need to take as electives any college courses in the foreign language to gain the required skills.

The NOLA test will be administered on a one-on-one basis in a face-to-face interview with a trained assessor. At the present time, NOLA is only available in Spanish, French, German, and Russian. Assessors have been selected through an application process that required taped interviews conducted with students or colleagues that centered around the pre-designated topics of family, school, or work.

Those selected as assessors attended a three-day training session in July 1997, which included an Oral Proficiency Interview (OPI) Familiarization Workshop, training with the NOLA instrument, and opportunities to conduct and observe live interviews using NOLA with students from both high school and university programs. A clearly defined scoring rubric was used in practice scoring. Anchor interviews were designated at both novice-mid and novice-high to assist in avoiding "rater drift" between initial training and future interviews. Assessors will have these taped interviews available to serve as models for the different levels of the scoring rubric.

The assessors field tested the assessment to gain further experience in testing during August and September 1997. In October the assessors met again to share their reasons for assigning the rating to each interview and to re-establish a common ground with reference to the scoring rubric. The first formal interviews with students will take place in February 1998, at designated sites across the state.

The assessment that has been developed includes five sections. After the initial warm-up, the student begins the listening portion of the assessment. The student is asked to listen to the assessor as he/she requests the interviewee to identify

Never before has K-16 articulation been of more importance than it is now in Oklahoma.

and point to people and objects in a composite of nine photographs. For example, the student might be asked to point to a photograph that contains a family of five or that includes a man talking on the telephone.

The second listening task is designed to determine if the student can identify the main idea. After listening to taped conversation, the student is asked to determine the main idea expressed in the conversation. For example, when hearing a conversation about which menu items are being considered for a meal, the student might be asked to determine which meal of the day is being discussed.

The third listening task asks the student to listen to segments from a radio program. After listening to a brief segment, the student might be asked the final destination on the itinerary of a presidential trip.

The first speaking section of the assessment focuses on direct questioning, using topics such as what the student likes to do or the typical way in which he/she spends the day. Scoring is correlated to the number of additional prompts necessary for the student to understand and respond with a comprehensible answer.

The final section of the assessment involves the student in a role-play situation requiring interaction with the assessor. The student is required to both ask and answer questions on simple transactional situations. The scoring is based on whether the student is comprehensible and on the ability of the student to respond to the assessor's interactive responses. Administration of the assessment requires approximately 20 minutes.

Is the novice high proficiency level sufficient to provide quality foreign language instruction for K-8 programs?

Conclusion

Is the novice high proficiency level sufficient to provide quality foreign language instruction for K-8 programs? Certainly not. Has Oklahoma taken a step in the right direction in requiring all teachers to have some proficiency in another language? It certainly has. As Oklahoma gains experience in this new project, results will be shared with the profession.

NNELL 10th Anniversary Volume: Critical Issues in Early Language Learning

Myriam Met
Montgomery County (MD) Public Schools
Rockville, Maryland

Work is well underway for an anniversary volume of papers focused on issues in early language learning. Thirteen chapters are envisioned that will bring together viewpoints from experienced professionals and specialists both within and beyond the field of language education for young learners.

The book format is similar to a panel discussion in print. Each chapter focuses on an issue of concern to early language educators. Chapter authors, all leaders in the field, have framed the issue and invited responses from a diverse group of respondents. Some respondents are early language experts/practitioners themselves, others are experts from the field of general or language education. To the fullest extent possible (and, of course, depending on the topic), responses provide theory- and research-based explorations of the issues.

Scott Foresman–Addison Wesley will publish the volume, which is expected to be available in early 1998.

Calendar

Fall 1997 Conferences

November 19-20, 1997

National Association of District Supervisors of Foreign Languages, Nashville, TN. Sharon M. Watts, 607 S. 123 St., Omaha, NE 68154; 402-557-2440; E-mail: swatts@ops.esu19.k12.ne.us.

November 20-23, 1997

American Council on the Teaching of Foreign Languages, Nashville, TN. ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801; 914-963-8330; Fax: 914-963-1275; E-mail: actflhq@aol.com.

Spring 1998 Conferences

February 26-28, 1998

Southern Conference on Language Teaching and the Foreign Language Association of Georgia, Savannah, GA. Lee Bradley, Valdosta State University, Valdosta, GA 31698; 912-333-7358; Fax: 912-333-7389; E-mail: lbradley@grits.valdosta.peachnet.edu.

March 26-29, 1998

Central States Conference on the Teaching of Foreign Languages and Wisconsin Association of Foreign Language Teachers, Milwaukee, WI. Rosalie Cheatham, University of Arkansas at Little Rock, 2801 S. University Avenue, Little Rock, AR 72204; 501-569-8159; Fax: 501-569-3220; E-mail: rmcheatham@ualr.edu.

April 16-19, 1998

Northeast Conference on the Teaching of Foreign Languages, New York City. Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896; 717-245-1977; Fax: 717-245-1976; E-mail: neconf@dickinson.edu.

April 23-25, 1998

Southwest Conference on Language Teaching, Mesa, AZ. Carl Johnson, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1854; Fax: 512-463-8057; E-mail: carlj@tenet.edu.

April 24-26, 1998

Pacific Northwest Council for Languages, Boise, ID. PNCFL, Foreign Languages and Literatures, Oregon State University, 210 Kidder Hall, Corvallis, OR 97331-4603; Fax: 541-737-3563; E-mail: verzascr@cla.orst.edu.

NNELL is an organization for educators involved in teaching foreign languages to children. The mission of the organization is to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. NNELL provides leadership, support, and service to those committed to early language learning and coordinates efforts to make language learning in programs of excellence a reality for all children.

NNELL works to accomplish this mission through activities that improve public awareness and support of early language learning. NNELL facilitates cooperation among organizations directly concerned with early language learning; facilitates communication among teachers, teacher educators, parents, program administrators, and policymakers; and disseminates information and guidelines to assist in developing programs of excellence.

NNELL holds its annual meeting at the fall conference of the American Council on the Teaching of Foreign Languages. Its officers are elected by members through a mail ballot election held annually in the spring.

NNELL is a member of JNCL-NCLIS (Joint National Committee for Languages/National Council for Languages and International Studies). Visit the NNELL website at: www.educ.iastate.edu/currinst/nflrc/nnell/nnell.html

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Please enroll me as a member of the National Network for Early Language Learning (NNELL) and send me a subscription to *Learning Languages* (receive all three issues for the 1997-1998 academic year). Enclosed is a check for $20.00. (Overseas rate is $25.00.) Make checks payable to NNELL.

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Learning Languages

The Journal of the National Network for Early Language Learning

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Learning Languages: The Journal of the National Network for Early Language Learning is the official publication of NNELL. It serves the profession by providing a medium for the sharing of information, ideas, and concerns among teachers, administrators, researchers, and others interested in the early learning of languages. The journal reflects NNELL's commitment to promoting opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own. See the inside of the back cover for more information on NNELL.

In an effort to address the interests of the profession, both practical and scholarly articles are published. Practical articles describe innovative approaches to teaching and the administration of effective language programs for children. Scholarly articles report on original research and cite both current research and theory as a basis for making recommendations for practice. Scholarly articles are refereed, i.e., reviewed anonymously by at least three readers. Readers include members of the NNELL executive board, the editorial advisory board, and invited guest reviewers who have expertise in the area. Refereed articles are identified as such in the journal. Write to the editor to request a copy of author guidelines for preparing articles, or retrieve them from NNELL's website: www.educ.iastate.edu/currinst/nflrc/nnell/nnell.html

Submissions: Deadlines are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1. Articles, classroom activities, and materials offered for review may be submitted to the appropriate contributing editor (see below). Send announcements, conference information, and original children's work (such as line drawings, short stories, and poems) to the editor. Children's work needs to be accompanied by written permission from the child's parent or guardian and must include the child's name, age, school, and the teacher's name, address, and telephone (add fax and e-mail address, if available).

Submit a favorite classroom activity for the "Activities for Your Classroom" section by sending a description of the activity that includes title, objective, materials, procedure, and standards addressed. Include pictures or drawings as illustration, if available. Send with your name, address, and phone number to the Classroom Activities editor listed below.

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Notes from the President

We have many things to be thankful for and to celebrate.

The National Network for Early Language Learning (NNELL) begins a new decade with optimism for the future of early language learning. We want to dedicate the next 10 years to renewing our commitment to programs of excellence, capitalizing on the enthusiasm in the field, continuing to be strong in our advocacy, and celebrating the contributions of our constituency. We would also like to work more closely with other organizations in our profession.

As we look back on ACTFL, with the excitement of attending the convention and the tenth anniversary celebration of NNELL, we have many things to be thankful for and to celebrate: the friendship and camaraderie with colleagues, both old and new, the inspiration we received from speakers and presenters, the new ideas, strategies, and techniques we learned, and the opportunities to share and discuss practices and philosophies with our colleagues.

The tenth anniversary of NNELL provided us with many opportunities to celebrate together, from expressing our gratitude and best wishes to the outgoing board members (officers, regional representatives, and committee chairs) and welcoming the new board members, to the outstanding Swapshop Breakfast with great door prizes from publishers (thanks to Patty Hans, Publisher Liaison), to the culminating activity of our annual meeting and network session in which we deviated from our regular format to pay tribute to NNELL in song and to distribute excellent prizes to attendees from sponsors of NNELL's anniversary celebration. We are very grateful to Audrey Heining-Boynton and her committee for all their hard work on the booth at ACTFL and their efforts to make this occasion so successful.

We would like to take this opportunity to acknowledge and express appreciation to the outgoing officers: Mary Lynn Redmond, Past-President, for her boundless energy and dedication, and for the outstanding Summer Institute at Wake Forest on the National Standards; and Mercia Foster, Secretary, for her prompt and accurate minutes.

Also, we are grateful to the outgoing regional representatives and committee chairs who have worked tirelessly for the past six years. These regional representatives are as follows: Carine Feyten, Southern; Harriet Barnett, Northeast; Debbie Wilburn-Robinson, Central States; JoAnn Olliphant, Pacific Northwest; and Elena Steele, Southwest. The committee chairs are: Virginia Gramer, Membership, and Maureen Regan-Baker, Bylaws. Their leadership and devotion have helped NNELL grow into a strong, viable organization.

We would also like to welcome the new board members: Myriam (Mimi) Met, Second Vice-President; Lori Langer de Ramirez, Secretary; Alicia Vinson, Membership; and the new regional representatives: Jan Kucerik, Southern; Janet Glass, Northeast; R. William (Bill) Carlstrom, Pacific Northwest; Penny Armstrong, Central States; and Michael Nettleton, Southwest. With these new board members comes a sense of renewed dedication, growth, and a positive future for NNELL. We look forward to their contributions and expertise to support the mission of NNELL.

Additionally, as part of the celebration of NNELL, under the leadership of Mary Lynn Redmond, another project began that will soon come to fruition. We eagerly anticipate the publication of the Tenth Anniversary Volume: *Critical Issues in Early Second Language Learning: Building for Our Children's Future*, edited by Myriam Met (see announcement in this issue).

As we reflect on the last 10 years and the progress that has been made in the area of early language learning—the increased interest in programs for young students, start-up of new programs, continuing support for existing programs, and, most of all, the progress and growth of our students—we celebrate our efforts and vow to continue them.

With all the positive aspects to reflect upon, however, there are also problems, concerns, and struggles to combat everyday: lack of support and funding, shortage of qualified teachers, implementation of new programs without adequate facilities, materials and curriculum, and . . . the list goes on. These are all considerations that were part of the impetus for creating a network of dedicated teachers, administrators, and advocates to promote and provide a support system for those interested in the field of early language learning. These issues all contributed to the development of NNELL.

As we pause to reflect on the accomplishments of NNELL to date and on its origins, we should also ask ourselves: Have we done enough? Have we focused on the real reason the network/organization began? Are we reaching the goals that were set for NNELL? Where do we go from here—for the next five years? For the next 10 years?

Our long-range planning committee met this winter to make future plans for NNELL (see article in this issue). We welcome the thoughts, ideas, concerns, and suggestions from our membership, as well as from others who are interested in furthering the goals and mission of NNELL.

Susan P. Walker

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The Américas Award: Authentic Children's Literature in Your Classroom

Christi Rentsch de Moraga
World Language Teacher
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How many times have you looked for a story to enhance your teaching, a story that takes place in Latin America, one whose text and pictures ring of authenticity? When you need it, the perfect story seems elusive—or you find one that is not age appropriate for your students.

Good news! A valuable resource is available—a list of commended books, published every year since 1993. These are stories that reflect cultural authenticity in the Americas.

The award recognizes U.S.-published works of fiction, poetry, or folklore (from picture books to works for young adults) in English or Spanish that authentically and engagingly present the experience of individuals in the Americas.

The Américas Award for Children's and Young Adult Literature was created by the Consortium of Latin American Studies Programs (CLASP) to encourage and commend authors and publishers who produce quality children's and young adult books that portray Latin America, the Caribbean, or Latinos in the United States, and to provide teachers with recommendations for classroom use. The award recognizes U.S.-published works of fiction, poetry, or folklore (from picture books to works for young adults) in English or Spanish that authentically and engagingly present the experience of individuals in the Americas. The intent is to move beyond geographic borders, focusing instead on cultural heritages within the hemisphere of the Americas.

The committee reviews annually over 60 books submitted by publishers. Reviewers consider 1) quality of story; 2) cultural authenticity/sensitivity; and 3) potential for classroom use. The award and commended list are announced each spring and a formal presentation is held at the Library of Congress, Washington, D.C., in early summer. For the first three years (1993–1995), one book that was outstanding among all the others was recognized. The committee often found that a picture book, as well as a novel for young adults, stood out; however, only one award could be given. To rectify this, the committee creatively secured funding in order to honor two books. In the summer of 1997, two 1996 books were honored.

Award-Winning Books

Past and present winners are as follows:

1993 *Vejigante masquerader,* by Lulu Delacre (Scholastic)
1994 *The Mermaid's Twin Sister,* by Lynn Joseph (Clarion)
1995 *Tonight, by Sea,* by Frances Temple (Orchard)
1996 Picture book: *In My Family/ En mi familia,* by Carmen Lomas Garza (Children's Book Press)
1996 Young adult: *Parrot in the Oven, Mi vida,* by Victor Martínez (Joanna Cotler, Harper Collins Publishers)
1997 Picture book: *The Face at the Window,* by Regina Hanson (Clarion)
1997 Young adult: *The Circuit: Stories from the Life of a Migrant Child,* by Francisco Jimenez (University of New Mexico Press)

These seven gems are as varied and diverse as the complex cultures thriving in the Americas. Lulu Delacre, well known for her artwork, portrayed a lovely tale of a little boy who wanted to participate as a *vejigante* in the February carnival of Ponce, Puerto Rico. *The Mermaid's Twin Sister* weaves the mysteries of Trinidad's *jumbies, obeahs,* and *duennes*. These are perfect ghost stories for around the campfire.

Tonight, by Sea recounts the heart-wrenching ordeal that Haitians endured in the early 1990s trying to escape hunger and oppression by crossing to *lot bo d'lo (L'autre bord de l'eau),* the other side of the water—Miami. The 1997 young adult award went to Victor Martínez for his poignant coming-of-age tale set in the 1950s, about Manny, a young teen struggling to find his way in a dysfunctional family (alcoholic father, brother who cannot keep a job, pregnant sister, and mother whose survival technique is feverish cleaning). The author draws you magnetically into this tale, which makes you want Manny to "turn out all right," no matter what.

The second award in 1997 went to Carmen Lomas Garza for her bilingual book *In My Family/En mi familia.* Lomas Garza, whose artwork became famous for *Family Pictures/ Cuadros de familia*, has done it again with a superb sequel. Young children pierce the cultural curtain with her highly detailed pictures and simple, yet profound, vignettes.

Books in the Classroom

How to use such books in the classroom? If you have the luxury of an immersion school system, read and discuss the bilingual stories directly in the target language. *En mi familia* and *Vejigante masquerader* offer the text in Spanish, as do the following excellent choices from the commended lists:

- *De oro y esmeraldas: Mitos, leyendas y cuentos populares de Latino América* (1996), by Lulu Delacre
- *México mío* (1996), by Tony Johnston
- *El canto de las palomas* (1995), by Juan Felipe Herrera
- *La isla* (1995), by Arthur Dorros
- *Medio pollito* (1995), by Alma Flor Ada
- *El espiritú de Tío Fernando* (1995), by Janice Levy
- *La tortillería* (1995), by Gary Paulsen
- *The Tree is Older Than You Are: A Bilingual Gathering of Poems and Stories from Mexico with Paintings by Mexican Artists* (1995), selected by Naomi Shihab Nye
- *Estrella de ángel* (1994), by Alberto Blanco
- *The Bossy Gallito/El gallo de bodas* (1994), by Lucía González and illustrated by Lulu Delacre
- *Cool Salsa: Bilingual Poems on Growing up Latino in the United States* (1994), edited by Lori Carlson
- *De colores and Other Latin American Folk Songs for Children* (1994), selected by José-Luis Orozco
- *Las nanas de abuelita* (1994), by Nelly Palacio Jaramillo

On the other hand, if you are an elementary school foreign language teacher in a less intensive program, you know that reading the entire story in Spanish is unrealistic without a great deal of preparation (vocabulary and key phrases). Only a few children at the beginning level will respond well to a story read all in Spanish, unless the book has outstanding pictures and a text with a few anchor words so the children do not get lost. For example, *Chato's Kitchen*, by Gary Soto (a 1995 Américas Honorable Mention), comes to life through the many types of savory Mexican food that Chato, *el gato,* prepares because he has invited the neighbors for dinner—literally he wants to eat his *vecinos*. Your students

When the topic of the book is directly related to the foreign language curriculum, you can weave the story into your lessons.

will enjoy the surprise ending in which the mice do not get eaten. The story fits in well for a unit on Mexican food.

When the topic of the book is directly related to the foreign language curriculum, you can weave the story into your lessons. The Américas Award's first winner, *Vejigante masquerader,* is a perfect example. My sixth graders study Puerto Rico in both social studies and Spanish class. The *vejigante*/carnival theme meshes language learning with cultural appreciation. The book includes a glossary of chants that students love reciting in class: *Toco, toco, toco, toco. Vejigante come coco.*

I point to the pictures while I read the story in simplified Spanish, emphasizing the dialogue.

Text Simplification

Since the Spanish text is still too hard for the students to listen to directly, I give them a modified version, which I read. I point to the pictures while I read the story in simplified Spanish, emphasizing the dialogue. With the book *Vejigante masquerader,* the students tune into the idea that a child has worked hard for something (in this case making his *vejigante* costume and earning money to pay for the mask) and has it ruined the day before the big event because he was bullied (in this case by a goat). They listen to the Spanish because they want to know what will happen. If time permits, children will love making *vejigante* masks, for which the book provides instructions.

Other stories that you can read using a simplified text include:

- *Saturday's sancocho* (1995), by Leyla Torres; a Columbia girl learns to make *sancocho* by clever bartering in the market
- *The Spirit of Tío Fernando: A Day of the Dead Story* (1995), by Janice Levy
- *Isla* (1995) and the prequel *Abuela* (1991), by Arthur Dorros; good for a city/community unit
- *Pacual's Magic Pictures* (1996), by Amy Glaser Gage; good for a unit on the rainforest
- *Going Home* (1996), by Eve Bunting; Mexican farmworkers take children on a trip back to Mexico

For discussing racial differences, an excellent book that can be read in simplified Spanish (although the original was in Brazilian Portuguese) is *Niña bonita* (1996), by Ana María Machado. For *En mi familia* (1996), by Carmen Lomas Garza, take several days and have students make their own illustrations as they listen to the culture capsules.

Books for French Classes

For elementary school French classes, use the technique of reading a simplified text with *The Faithful Friend* (1995), by Robert San Souci (a friendship between a rich black Martiniquais and his poor white friend, and a love affair stymied by voodoo). With the 1995 winner, *Tonight, by Sea,* you might use a different strategy. Since the French curriculum, by the sixth grade, emphasizes *la francophonie* I decided to read the entire novel aloud so students would better understand the cultural and political situation. As I read, the students illustrated the scenes in a booklet. In French, we went over family members and parts of a boat. To understand the book better, we talked about *Créole* and looked at how some phrases were related to French. For example, *Ak tou ko* refers to *Avec tout le corps,* meaning throw your whole body into whatever you have to do. The book gives children, especially from wealthy communities, a better conception of what it is like to grow up with so very little that even a pig's hair can be useful in the making of a boat.

Books on Specific Cultures

Novels with deep insight into specific cultures that fit nicely into interdisciplinary units, and which are appropriate for sixth through eighth graders, include:

- *Celebrating the Hero* (1993) and *So Loud a Silence* (1996), both by Lyll Becerra de Jenkins; two Columbian stories that are not about the drug cartel scene
- *Imagining Isabel* (1994), by Omar Castañeda; a teacher trainee from a Mayan village is thrown into the harsh reality of contemporary Guatemalan politics
- *Ransom for a River Dolphin* (1994), by Sarita Kendall; a mestizo girl helps save a pink Amazonian dolphin from poachers with the aid of rainforest herbal knowledge
- *Beyond the Ancient Cities* (1994), by José María Merino; the son of a lost conquistador experiences the clash of Spanish and indigenous cultures in the 16th century
- *An Island Like You: Stories of the Barrio* (1995), by Judith Ortiz Cofer; 12 sensitive, intertwining tales that take place in and around a Puerto Rican barrio in New Jersey
- *Hearth of a Jaguar* (1995), by Marc Talbert; fascinating archeological literature of a Mayan coming-of-age struggle
- *Parrot in the Oven, mi vida* (1996), by Victor Martinez (this year's award for young adults)

Since many of these works are lengthy and far too long to read aloud during the elementary school foreign language class, try coordinating with the language arts teacher on a joint project. The foreign language teacher could transform some of the scenes into dialogues to be acted out in the target language.

Try coordinating with the language arts teacher on a joint project.

Positions Open on Awards Committee

If you enjoy reading children's literature, both picture books and novels for young adults, you may be interested in serving on the review committee. Positions rotate and generally last for three years. Presently two positions are open. The positions will be filled by June 1998.

There is a lot of reading—and it is fascinating! Members of the committee (which include teachers, children's librarians, bilingual education and children's literature specialists, and outreach staff) usually take notes on all the books and judge them according to the three criteria. Teachers are the best judges of classroom application. You can take books to class and see which ones work with students. They honestly tell you if they do not like certain stories and why.

The committee holds three or four teleconferences per year during which the members discuss which books should be dropped from the list, which should be commended, and which should receive the award. Should you be interested in serving, write a letter of intent and send it with your resume to Julie Kline at the address below.

I have to admit that after serving for four years, I count this honor as one of my favorite professional activities. It is fun to read the diverse books, and the intellectual exchange with my fellow committee members has been stimulating.This work has given me new ways of thinking. Even though I will never be able to use many of these books in class, I feel that I have been personally enriched and have become a better teacher.

NOTE: For a complete list of commended works, send a stamped self-addressed envelope to:

Julie Kline, Award Coordinator
c/o The Center for Latin America
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, WI 53201
or e-mail her: cla@csd.uwm.edu

NNELL Initiates Dialogue on Vision for Future

Current executive board members, past presidents, committee chairs, and regional representatives were invited to the Center for Applied Linguistics (CAL) in Washington, D.C., on January 30–February 1, 1998, for the National Network for Early Language Learning Long-Range Planning Meeting. The meeting was held to review NNELL's accomplishments during the past 10 years and to chart its future for the next five years.

The meeting was held to review NNELL's accomplishments during the past 10 years and to chart its future for the next five years.

Attendees included Susan Walker, President; Christine Brown, First Vice-President; Mimi Met, Second Vice-President; Eileen Lorenz, Past-President; Audrey Heining-Boynton, Past-President; Nancy Rhodes, Executive Secretary; Marcia Rosenbusch, Editor, *Learning Languages*; Evelyne Armstrong, Publicity Chair; Alicia Vinson, Membership Chair; Penny Armstrong, Central States Regional Representative; and R. William Carlstrom, Pacific Northwest Regional Representative. Also attending were Donna Christian, President of CAL, who opened the meeting, and Charles F. Davis, President of Franklin, Davis & Associates, who served as the long-range planning consultant.

Davis began the meeting by reviewing the seven questions that he had proposed be addressed during the three-day meeting, highlighting key issues that NNELL should consider in its planning. The seven questions included: What is NNELL? Why does it exist? Where is NNELL going? How will it get there? How well is NNELL doing now? What does NNELL offer its members? Where does NNELL get assistance in meeting its goals?

Through a discussion of common beliefs and vision, the group reaffirmed NNELL's mission statement from January 1991:

> *It is the mission of NNELL to promote opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own; to provide leadership, support, and service to those committed to early language learning; and to coordinate the efforts of all those involved in early language education to make language learning in programs of excellence a reality for all children.*

Possible short-term goals to accomplish NNELL's mission were discussed and include the following: revise/fine-tune the organizational structure and infrastructure, increase collaboration with other organizations, increase membership, investigate funding possibilities from foundations, initiate a plan for a NNELL conference strand at regional conferences, and initiate a plan for a public awareness campaign.

Long-term goals and implementation plans are currently being finalized. The board is seeking information from various sources to assist in making decisions and will continue its discussions in conference calls and at regional conferences in the spring of 1998. The five-year plan, which will be completed this spring, will appear in the fall issue of *Learning Languages.*

The group extended thanks to Eileen Lorenz, Chair, Long-Range Planning Committee, for expertly chairing the meeting, and to the National Textbook Company for sponsoring two dinners during the meeting.

NNELL Tenth Anniversary Volume Is Published

Critical Issues in Early Second Language Learning:
Building for Our Children's Future

April 15 is the publication date for the NNELL Tenth Anniversary Volume, edited by Myriam Met. In this professional resource book, 13 key issues are thoughtfully defined by the chapter authors, then explored and developed by other significant leaders and innovators in the field of early language learning:

Issue 1: What Are the Advantages and Disadvantages of FLES, FLEX, and Immersion?
by Audrey L. Heining-Boynton
Issue 2: When Should an Elementary School Foreign Language Program Begin?
by Helena Curtain
Issue 3: Is Foreign Language Education for All Learners?
by Marcia Harmon Rosenbusch
Issue 4: Which Languages Should Young Students Learn?
by Nancy Rhodes
Issue 5: Content-Based Language Instruction
by Fred Genesee
Issue 6: How Can Technology Be Used to Promote Language Learning?
by Carine Feyten and Joyce Nutta
Issue 7: Articulation: Challenges and Solutions
by Martha G. Abbott
Issue 8: Assessing Foreign Language Abilities of the Early Language Learner
by Richard Donato
Issue 9: What Strategies Are Useful When Advocating for the Initiation of Programs?
by Gladys C. Lipton
Issue 10: On Implementing an Elementary School Language Program: Reflections and Considerations
by Paul A. García and Virginia Gramer
Issue 11: What Strategies Are Useful for Maintaining Language Programs?
by Christine Brown
Issue 12: Foreign Language Teachers for Children: The Vision and the Reality
by Carol Ann Pesola Dahlberg
Issue 13: Priorities for a Research Agenda for Early Language Learning
by G. Richard Tucker

Also included are a Foreword by Secretary of State Madeleine K. Albright and an introductory overview in which Eileen B. Lorenz and Mary Lynn Redmond detail the history of the early language movement over the past decade and the vital role that NNELL has played in those efforts. Any educator or parent interested in implementing an elementary school foreign language program will find *Critical Issues in Early Second Language Learning* invaluable.

Scott Foresman-Addison Wesley • ISBN 0-673-58919-6 • Cost is $18.96
To order, call 1-800-552-2259

Culture and Children's Literature: Standards-Based Thematic Units

In the summer of 1996, the National K–12 Foreign Language Resource Center (NFLRC) at Iowa State University, Ames, Iowa, offered the Culture and Children's Literature Institute of France and Mexico. Forty participants (20 teachers of French and 20 of Spanish) were selected from applicants across the nation to participate in the 10-day institute. The institute focused on effective strategies for the development and teaching of thematic curriculum units based on cultural knowledge and children's literature of France and Mexico.

Leaders of the institute were: Eileen Lorenz, K–12 Foreign Language Specialist, Montgomery County Public Schools, Rockville, Maryland (for French); and Mari Haas, K–12 Foreign Language Specialist, Teachers College, Columbia University, New York City (for Spanish).

A key component of this institute was small group collaboration in the development of thematic units integrating language, culture, and content. Each small group selected a work of children's literature and created a unit. During the fall of 1996, the teachers piloted their units in their own classrooms after which final revisions were made, and the units were edited and published by the National K–12 Foreign Language Resource Center.

Included here are excerpts from two of the units.

—Marcia H. Rosenbusch, Editor

Excerpt 1

Taken from pages v, 10–11, 18–21, and 30–31 of *A Standards-Based Thematic Unit:* Crictor; co-authored by Mary Payne Coblin (Capital Day School, Frankfort, Kentucky), Dorothy Huss (Severn River Junior High, Arnold, Maryland), Bonnie Kirk (All Saints Day School, Carmel, California), Melissa Lonneman (Grahamwood Elementary School, Memphis, Tennessee), and Claire Melville (Buker Middle School, Salem, Massachusetts); edited by Marcia Harmon Rosenbusch and Eileen Lorenz; ©1998 Iowa State University, National K–12 Foreign Language Resource Center.

A Note on this Unit [p.v]

Imagine opening a birthday gift to find that someone has sent you a boa constrictor from somewhere in Africa. Crictor, the main character of the story, arrives in a package delivered by the mail carrier. Madame Bodot, his new owner, is an elementary school teacher in a small village in France. The story unfolds as the village confronts a crisis and Crictor saves the day with his unusual talents, and is honored as a hero for his bravery.

This unit links language, content, and culture as it introduces students to an entertaining story about boa constrictors and life in French villages of the past. Lessons integrate *comptines*, poems, and rap to offer students engaging activities that focus on language and culture.

Children's literature in French is an often untapped resource that offers students authentic material for second language learning. Incorporating many of the national student standards for foreign language learning, this unit links *Crictor* with learning experiences in French that reinforce the content areas of math, language arts, and science. Students relate their math skills to *Crictor* as they estimate and then measure the length of objects using the metric system. They work together in French to learn more about boa constrictors and to explore key elements of the story by identifying the characters, setting, problems and solutions, as well as by sequencing the story events.

The institute brought together kindergarten through grade twelve teachers of French to expand and enrich their knowledge of French language, culture, and children's literature. Working collaboratively, sharing ideas and classroom experiences, the teachers developed units organized around children's literature in French. They explored key events from history and culture that have shaped modern-day France. Historical events, the geography of France, and real and fictionalized heroes were woven together and examined to rediscover certain aspects of France today.

We invite you to take your students into the France of yesterday to visit a typical village and to experience an adventure with Tomi Ungerer's *Crictor*.

—Eileen Lorenz
Culture and Children's Literature Institute Leader
K–12 Foreign Language Specialist
Montgomery County Public Schools
Rockville, Maryland

We invite you to take your students into the France of yesterday to visit a typical village and to experience an adventure with Tomi Ungerer's Crictor.

Activity 5 — Rap [pp.10–11]

Objectives

Language

- Students will identify elements of rhyme present in the rap selection about *Crictor*.
- Students will understand the key language elements from the story *Crictor* in a different context.

Content

- Students will recite the main idea of the story through rap.

Culture

- Students will understand that rap is a form of musical expression that exists in France.

Targeted Standards

1.2 Interpretive Communication
1.3 Presentational Communication
2.1 Practices and Perspectives of Culture
3.1 Making Connections
3.2 Acquiring Information
5.1 School and Community
5.2 Lifelong Learning

Materials

A large chart on which the rap *Le rap Crictor* (included in this activity) is written (clarify key expressions with a sketch), and individual copies of the rap.

Procedure

Perform the rap on the first day, using a large chart with the words and simple sketches to reinforce the meaning. Tell students that rap is a form of musical expression in France. Or, have them listen to some examples of French rap. After several days of the whole class reciting it from the chart paper, distribute individual student copies of the rap. Tell students that they will have the option of reciting the memorized rap individually instead of taking the written quiz. Be sure to review presentation skills with the class, so that students understand that practicing how the rap is recited is an important part of their preparation. At the end of class, provide students with a handout defining your expectations for the unit and clarifying the new vocabulary taught.

Tell students that they will have the option of reciting the memorized rap individually instead of taking the written quiz.

Le rap Crictor

Tu me demandes, que est Crictor?
C'est un vrai boa constricteur

De l'Afrique c'est un cadeau.
Il va être un trés grand héros.

Il aime bien agiter la queue.
Avec les scouts il fait des noeuds

C'est un serpent trés fort, trés long.
Avec l'alphabet il est bon.

Dans la neige il aime s'amuser.
Pour le froid il a son gilet.

Il aime son lit et les enfants.
Tout le monde aime ce beau serpent.

Le cambrioleur, il est fini.
Oui, Crictor est plus fort que lui.

Il y a une médaille et une statue
Qu'on admire dans une grande rue.

De l'histoire Crictor, c'est la fin.
J'espére que vous l'aimez bien!

Activity 8 — French Village [pp.18–21]

Objectives

Language
- Students will understand and use *la pharmacie, la bibliothèque, le tabac, le centre ville, la banlieue, les bâtiments; Quels bâtiments se trouvent . . . ?*

Content
- Students will compare and contrast the French village (as presented in the story *Crictor*) with a typical American town.

Culture
- Students will describe a French village as presented in the story *Crictor*.

Targeted Standards

1.1 Interpersonal Communication
1.2 Interpretive Communication
1.3 Presentational Communication
2.1 Practices and Perspectives of Culture
2.2 Products and Perspectives of Culture
3.1 Making Connections

Materials

Crictor, plain paper, chart/paper, 5-6 rolls of tape, scissors, pencils, markers or crayons, pictures or works of art of buildings or stores, and a Venn diagram and *Les critères pour la note: Le village français* (included in this activity).

Procedure

Use visuals to review with students the names in French of stores and buildings such as *la pharmacie, la bibliothèque, le tabac,* etc. Place pictures of various buildings around the room and ask students to go to various buildings. Ask students questions such as: *Où es-tu? Qu'est-ce que tu achètes au tabac?* etc. (Note: Teachers may elaborate on this activity for beginning students and use it to introduce and reinforce new language.)

Using large pictures and/or works of art, brainstorm in French with students the organization of an American town: what buildings are usually present; the location of the buildings vis-á-vis each other; what buildings are found in the town center and which are found in the suburbs, etc. Ask one student to record on chart paper a list of buildings found in the town center. Ask another student to list buildings found in the suburbs. Ask students to work with a partner to develop a Venn diagram showing buildings found in the town center, outside of the town center, and in both areas.

Ask students to work with a partner to look through *Crictor* and record their observations regarding buildings found in the French town that serves as the setting for the story.

Ask students to work with a partner to develop another Venn diagram comparing and contrasting a typical American town and the French village that is the setting for the story *Crictor.*

Assessment

Ask each student to draw a map of a French village (based on the model and information presented in *Crictor*). Tell them that they must include: five specific buildings; a main street and two secondary streets; and one public place, such as a park, that contains a monument to some famous person or event. All items must be labeled in French and/or given a French name (such as the streets). Review the rubrics for this evaluation (included in this activity) with students.

Note: While the town that serves as the setting for *Crictor* represents what the typical French village used to look like, it is important not to present this to students as a town in France today. Demographics and routines in daily life are changing and this "romanticized" image of the typical French village is rapidly changing and, in many cases, no longer exists as portrayed in the text.

Les critères pour la note: Le village français

+5 points — chaque bâtiment (un minimum de 5 bâtiments)
+5 points — le groupe que fait le village le plus grand
+5 points — le groupe que fait le village le plus original
+5 points — une rue prinipale et 2 petites rues
+5 points — les noms marqués en français (les rues, le parc, les bâtiments)
+1 point — pour chaque élément supplémentaire dans le village (un pont, un parc, une statue)
-1 point — chaque fois que quelqu'un dans le groupe parle anglais

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Activity 13 — Metric Measurement [pp.30–31]

Objectives

Language

- Students will understand and/or use: *l'estimation, la mesure. Je pense que________ mesure __________ . ___centimère(s).*

Content

- Students will estimate and measure the length of a variety of objects using a metric ruler.

Culture

- Students will use the system of measure used in most French-speaking countries.

Targeted Standards

1.1 Interpersonal Communication
1.2 Interpretive Communication
1.3 Presentational Communication
3.1 Making Connections

Materials

Metric rulers, objects in bags, and *Estimer et mesurer* (included in this activity).

Procedure

Review the metric system by showing students what one centimeter looks like. If possible, use small centimeter blocks that frequently are used to teach measurement in math classes. Select several classroom objects of varying length and ask students first to estimate the length and then measure to compare the estimation with the actual length. Remind students that there is a difference between estimating and wild guessing.

Next, divide the class into groups and distribute bags of objects to each group. If possible, place an object in each bag that relates to the story *Crictor.* Ask students to work together estimating, measuring, and recording their work on the worksheet (included in this activity). Remind students that they must mark the unit of measure (centimètres/cm) after each estimate and each measurement in order for their answer to be mathematically correct. Tell students that if they do not know the name of the object in French, they may sketch a picture of it on the worksheet.

Noms des membres du groupe: ____________________

Date: ____________________

Estimer et mesurer

L'OBJET	L'ESTIMATION	LA LONGUEUR
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Excerpt 2

Taken from pages iv, 25–29, and 45–48 of *A Standards-Based Thematic Unit:* Cuadros de familia; co-authored by Katia Parviz-Condon (Viewpoint School, Calabasas, California), Donna Kleinman (The Stanley British Primary School, Denver, Colorado), Joseph Brown (Liberty Bell Elementary School, Coopersburg, Pennsylvania), and Angela Roa (Bank Street School, New York City, New York); edited by Marcia Harmon Rosenbusch, Mari Haas, and Irma Josefina O'Neill; © 1998 Iowa State University, National K–12 Foreign Language Resource Center.

A Note on this Unit, [p.iv]

Carmen Lomas Garza is the author and illustrator of a children's book that portrays life in a Texas town on the Mexican border. She explains, *Desde que era pequeña, siempre soñé con ser artista. Dibujaba cada día; estudié arte en la escuela; y por fin, me hice artista. Mi familia me ha inspirado y alentado todos estos años. Este es mi libro de cuadros de familia.* (From the time I was a young girl, I always dreamed of becoming an artist. I practiced drawing every day; I studied art in school; and I finally did become an artist. My family has inspired and encouraged me for all these years. This is my book of family pictures.) (p. 3)

As we read *Cuadros de familia*, we begin a journey through the life of an extended Mexican-American family; we participate in their everyday activities, their celebrations, their occupations, and their dreams.

The unit integrates language, content, and culture in lessons where students actively participate in learning language as they hear and interact with the vivid images in Lomas Garza's paintings. Although created for middle school Spanish classes, this unit can be adapted for all levels of instruction.

The use of thematic units for middle school is a new way of organizing curriculum that is encouraged by the national student standards for foreign languages. . . .

The use of thematic units for middle school is a new way of organizing curriculum that is encouraged by the national student standards for foreign languages, particularly through the goals of Communication, Cultures, and Connections. Although the growing body of Spanish children's literature is an enticing invitation to create thematic units to enrich and transform the traditional curriculum, examples of integrated curricula are not easy to find.

In the 1996 Culture and Children's Literature Institute, K-12 Spanish teachers studied the history and culture of Mexico from pre-Columbian to modern times in preparation for the development of curriculum units. They also had many opportunities to participate in and reflect on activities that exemplified the wonderful possibilities for student learning when children's literature in Spanish is used to create lessons for the Spanish class.

The unit presented here not only beautifully demonstrates how to use children's literature to teach Spanish, but clarifies how language, content, and culture can be integrated in lessons that actively involve students in language learning. As you explore this unit, you will discover the joy of using children's literature as the basis for the thematic teaching of history, culture, and language in your own curriculum.

We hope that you, too, will begin to use children's literature in your own classroom and that your students will often chant the traditional saying, *"colorín, colorado, este cuento se ha acabado."*

—Mari Haas
Culture and Children's Literature Institute Leader
K–12 Foreign Language Specialist
Columbia University
New York City, New York

Lesson 5 – *Poesía: A tapar la calle* [pp. 25–29]

The traditional poem featured in this lesson is a perfect extension of the language and culture students work with in early lessons in this unit. The simple couplet presents family members and food in an engaging and fun manner. Just as the book illustrations depict colorful scenes from artist/author Lomas Garza's life, this poem gives students experience with authentic literature and lets us imagine the family members strolling down the street enjoying an afternoon snack. This unit was written by four teachers of Spanish, who at the time of the institute, were working in four different schools across the country.

—Mari Haas

Objectives

Language
- The students learn new food vocabulary.

Content
- The students practice basic addition.

Culture
- The students learn a traditional Mexican poem.

Vocabulary and Structures

Verbs: *pasar (pase), comer (come), haber (hay), dibujar (dibujen), tocar (toquen), señalar (señalen).*
Family: *el tío, la tía, el abuelo, la abuela.*
Food: *la sandía, la ciruela, el buñuelo, el pepino, la manzana.*

Targeted Standards

1.1 Interpersonal Communication
1.2 Interpretive Communication
1.3 Presentational Communication
2.1 Practices and Perspectives of Culture
5.1 School and Community

Materials

Teacher

Pictures/objects for the magic box: *la sandía, la ciruela, el buñuelo, el pepino, la manzana*; colored geometric shapes; *A tapar la calle: Formas geométricas* (included in this lesson), Post-it notes, construction paper.

Student

Pencil, colored pencils or crayons, construction paper, and blank *Loto* cards.

Activity 5.1 — *A tapar la calle* Poem

Although some of the vocabulary for this poem was taught in a previous lesson, you will want to review the words by using the object pictures in a warm-up TPR activity. Post the pictures on the board, and/or place the objects on a table at the front of the room, then give students commands, such as: *Señalen la sandía, Toquen la ciruela*, etc.

Then show the students the traditional poem *A tapar la calle* written on sentence strips and placed in order in a pocket chart. (One source for this traditional poem is Alma Flor Ada's *Días y días de poesía: Developing Literacy Through Poetry and Folklore – Anthology,* which is available from Hampton Brown Books for Bilingual Education, P.O. Box 369, Marina, CA 93933; 800-333-3510.)

A tapar la calle

A tapar la calle,
que no pase nadie.
Que pase mi abuelo
comiendo buñuelos.
Que pase mi abuela
comiendo ciruelas.

Que pase mi tía
comiendo sandía.
Que pase mi primo
comiendo pepino.
Que pase mi hermano
comiendo manzana.
–Traditional

Ask the students *¿Cuántas palabras hay en el poema?* pointing to the words to help students understand the word *palabra* and prompting them to count. Then introduce the word *comer* by acting it out. Next, read the poem to the class, using props from the magic box (and gestures) to convey its meaning. After the poem has been read twice, ask two to three students to read it aloud. Next, cover up the key words with Post-it notes, (*buñuelos, ciruelas, sandía, pepino, manzana, abuelo, tía, tío, primo, hermano*). Read the poem again, and have the students volunteer orally to fill in the blanks. Then ask for two or three more student volunteers to read the poem to the class. Next, remove the sentences from the pocket chart, mix them up, and ask a volunteer to reorder the sentences in the chart.

Activity 5.2 — Assessment

Have the students copy the poem onto a piece of colored construction paper and then illustrate it in such a way that the meaning is conveyed through the pictures. Assess the student work based on criteria such as presentation, clarity of illustrations, and accuracy. Display the illustrated poems in the classroom. Have students read the poem to a family member at home and record her/his reaction.

Activity 5.3 — Preparing the *Loto* Card

Give each student a blank *Loto* (Bingo) card (included in this lesson). To prepare the cards, give commands to the students to draw the family members and the food names in the various shapes. For example: *Dibujen a la madre en un cuadrado, dibujen la manzana en un círculo, dibujen la sandía en un triángulo*, etc. Prepare an enlarged sample in advance to show the students what a finished *Loto* card will look like.

Activity 5.4 — Play *Loto*

Follow normal Bingo procedures, except say the words in Spanish. Students are required to listen for the words, and look for the picture on their cards. If a student covers all the spaces required, he/she shouts out *Loto*. In order to confirm the win, the student must look at the pictures on his/her card and say all the words correctly in Spanish. Reward the students with a treat, if you deem it appropriate.

Activity 5.5 — Assessment

Give each student a copy of the worksheet *A tapar la calle: Formas geométricas* (included in this lesson). Read the poem, and upon reaching the key words, give oral commands to the children: *Dibujen un buñuelo en el rectángulo. Dibujen una ciruela en el círculo. Dibujen una sandía en el triángulo. Dibujen un pepino en el rectángulo. Dibujen una manzana en el círculo.* Collect the students' sheets and score them for the number correct out of the five possible drawings that illustrate their understanding of the vocabulary words. Once you have returned the graded assessment sheets to the students, reinforce the food vocabulary and the geometric shapes by asking questions such as: *¿Qué hay en los rectángulos? ¿Qué hay en el triángulo?* Once again, ask for volunteers to read the poem aloud to the class.

Encourage the students to act out the poem as they recite it.

Activity 5.6 — Homework

Ask the class to learn *A tapar la calle* for a poetry recital competition in class at a later date. Encourage the students to act out the poem as they recite it. Have the class decide on a list of criteria to evaluate the performances and then have them judge each other in the competition. At the end of the competition, reward all the students for their efforts by bringing in a treat, for example, watermelon. The competition could be held at an assembly, or with another Spanish class, with parents and community members as the audience.

Lesson 8 – Jugando con poesía [pp. 45–48]

Objectives

Language

- Students review all vocabulary studied in unit to date.

Content

- Students read poem.
- Students write and illustrate their own poems.

- Students participate in poetry reading of their poems.

Culture

- Students chant and play traditional Mexican street game.

Vocabulary and Structures

Food: *la sandía, el tamal, el mango, la papaya, la hamburguesa, la naranja, el pollo, el maíz, los tacos, las papas fritas, la pizza, el pastel, la carne, la masa, la hoja, el agua, la salsa.*

Family: *la madre, el padre, el abuelo, la abuela, el hermano, los tíos.*

House: *la casa, el jardín, la cocina, el comedor, el patio, el dormitorio, la sala, el baño*

Geometric shapes: *triánglo, rectángulo, cuadrado, círculo.*

Targeted Standards

1.1 Interpersonal Communication
1.2 Interpretive Communication
1.3 Presentational Communication
2.1 Practices and Perspectives of Culture
3.1 Making Connections
4.2 Culture Comparisons
5.1 School and Community

Materials

Teacher

Chart or butcher paper for word walls, chart of poem, double-sided tape, index cards, flash cards or pictures of vocabulary from unit

Student

Patterned poetry sheet *A tapar la calle: Poesía original* (Included in this lesson), markers, fly swatters (optional).

Activity 8.1 — *A tapar la calle* Game (Traditional Street Game)

Display a chart of the poem and read *A tapar la calle* again with the class. Read it a few times until the students can recite it fairly fluidly. The students play the game according to the following directions: half of the children stand in a line holding each other, hand to wrist, saying the rhyme. The other children try to break through the hands of the players or pass through the openings under their arms. The row of handlocked players do whatever movements they can to block the players trying to break through. They move themselves but can not let go of their hands.

Activity 8.2 — Vocabulary Review

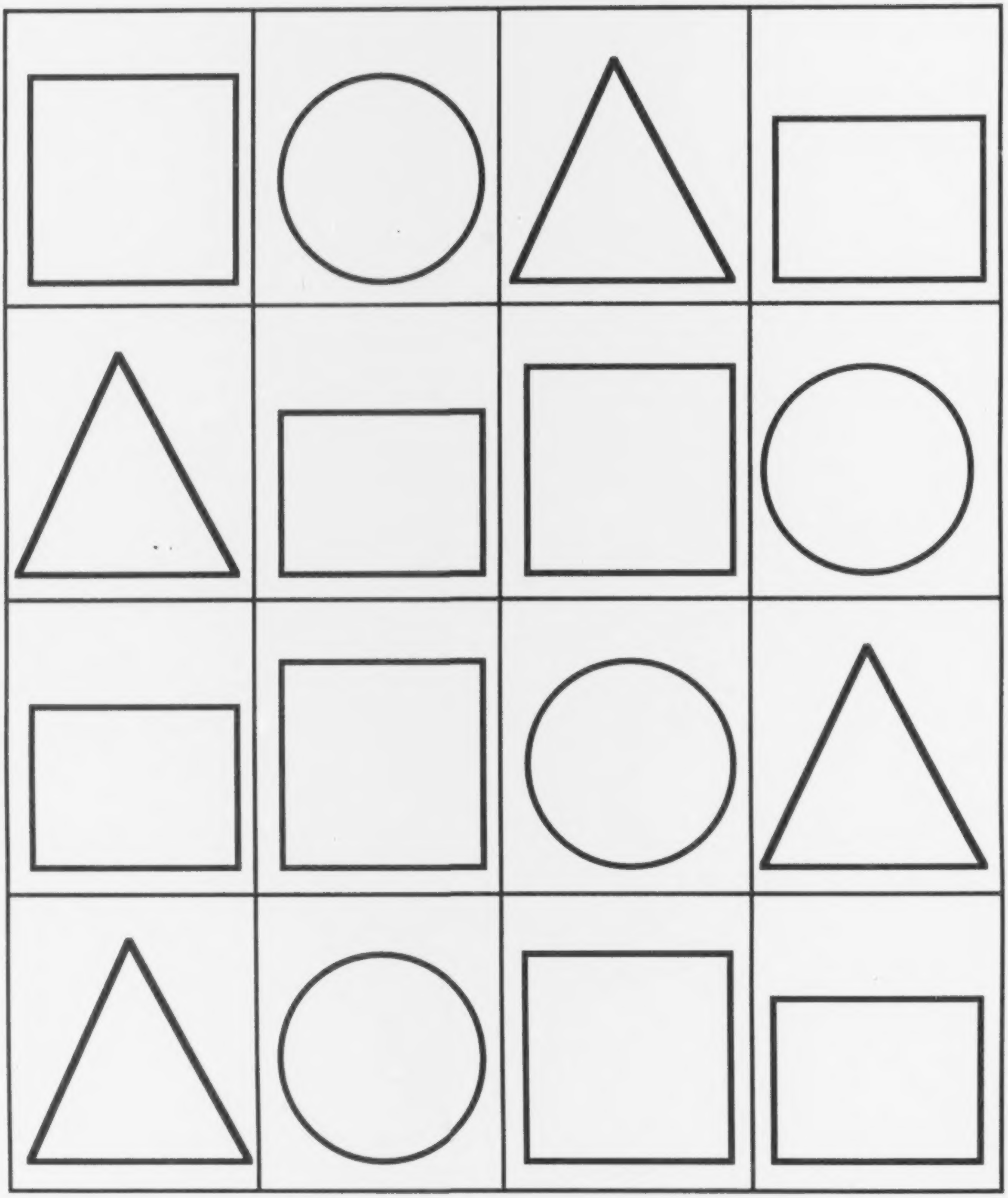
With the input of the students, create word walls on a chart or butcher paper using all the vocabulary learned in the unit so far. Write the headings of the categories of family, food, house, and shapes in large letters. Say, *Clase, hagamos una lista de vocabulario. ¿Cuáles son las palabras de los miembros de la familia, las habitaciones de la casa, las comidas y las formas geométricas que aprendimos?*

As the words are accumulated on the chart, review them, possibly choosing to make a game out of it. An exciting game is *matamoscas.* Display written words or pictures depicting the vocabulary words on the chalkboard, using double-sided

Nombre____________________

Fecha____________________

Loto



Nombre____________________

Fecha____________________

A tapar la calle: Formas geométricas

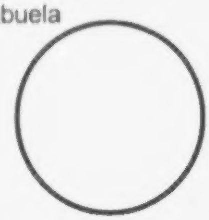
A tapar la calle,

que no pase nadie.

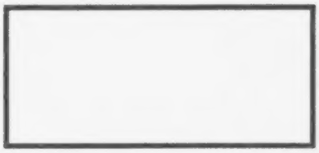
Que pase mi abuelo

comiendo .

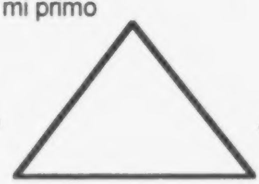
Que pase mi abuela

comiendo  .

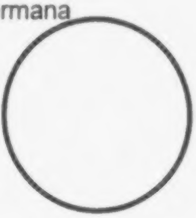
Que pase mi tía

comiendo  .

Que pase mi primo

comiendo  .

Que pase mi hermana

comiendo  .

tape. Have the students form two teams that line up on opposite sides of the chalkboard. The first person in each team holds a fly swatter and when you say the word, both students race to swat the word or picture on the board. Whichever team swats the correct word first, wins a point. Play proceeds until a team reaches a pre-determined amount of points.

Activity 8.3 — Patterned Poetry

Once again, display the chart or sentence strip version of the poem *A tapar la calle*. The whole class, small groups, and individual students take turns reading the poem aloud. By now the students should have a good sense of the rhythm and rhyme of the poem and you may even ask for volunteers to dramatize it with props and gestures while it is recited. Explain that each student will now have the opportunity to create their own poem after you model how to do it.

By now the students should have a good sense of the rhythm and rhyme of the poem. . . .

Show the poem and cover the last word in each line with a large index card using double-sided tape. Make it clear that students should look at the chart of brainstormed vocabulary and then suggest new words from the chart to write in. Have the class read the newly created poem. Then create another poem with the class asking for volunteers to fill in the blanks. At this point, have students brainstorm some appropriate rhyming words and write them on a chart.

After several new poems have been created and read by the class, distribute a prepared pattern of the poem to the students, *A tapar la calle; Poesía original* (included in this lesson), in which a blank line replaces the last word in each line that is either a family member or a food. With the aid of the previously prepared web or chart of the vocabulary learned in the unit so far, have the students fill in the blanks with the food and family words of their choice, thereby creating original poems. For example, students could use *amigo/higo, hermana/banana* in place of *primo/prima* in the poem. Since this particular poem rhymes, be aware that the newly created poems should rhyme. You will have to provide dictionaries, display the chart of rhyming words brainstormed earlier, and possibly facilitate another brainstorming session to generate more rhyming words from which the students may choose to create their own poems.

Activity 8.4 — Illustrate Poems

Ask the students to choose a title for their poem and illustrate it. They may choose to draw a small picture for each line or a larger picture that represents the feeling of the entire poem.

Activity 8.5 — Assessment: Poetry Reading

Have students invite their classroom teacher and other students or teachers into the classroom to listen to a sharing of the individual poems. To assess these oral presentations, create a rubric including the criteria you consider important, such as fluidity of the reading and pronunciation. Write comments on the individual assessment index cards.

Nombre ______________
Fecha ______________

A tapar la calle: Poesía original

A tapar la calle,

que no pase nadie.

Que pase mi ______________

comiendo ______________.

Que pase mi ______________

comiendo ______________.

Que pase mi ______________

comiendo ______________.

Que pase mi ______________

comiendo ______________.

Que pase mi ______________

comiendo ______________.

Note: For more information about the six standards-based thematic units developed by participants in the Culture and Children's Literature Institute, contact: National K–12 Foreign Language Resource Center, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011; Telephone: 515-294-6699; E-mail: nflrc@iastate.edu; website: http://www.iastate.educ.edu/currinst/nflrc/nflrc.html

Job Openings

The Department of Teacher Education in the College of Education at Northeastern Illinois University in Chicago announces an opening beginning Fall, 1998, for a **tenure track faculty position in early childhood/bilingual-bicultural education**. Qualifications for the position are: earned doctorate; successful classroom teaching experience at early childhood/elementary level; state certification; competence in instructional technology; commitments to culturally diverse and inclusive settings, pre-service and in-service education; experience in curriculum development and/or distance delivery desired; ECED/BLBC field experience required; experience in program development and grant writing; candidate should be bilingual (Spanish/English preferred). To apply, submit letter of application, current vita, and names, addresses, and telephone numbers of three references to: Dr. Beverly Otto, Chair; Department of Teacher Education, Northeastern Illinois University, 5500 North St. Louis Ave., Chicago, IL 60625-4699.

Madison Number One Middle School, Phoenix, Arizona, seeks a **middle school Spanish Teacher** for grades 5–8. Madison Public Schools offer: seven computers in every classroom, top achievement/expectations, master teachers, highly collaborative staffs, continuous professional growth and support of teachers, cutting-edge curricula, urban resources for speakers, field trips, enrichment in a suburban setting. Interested candidates may fax or mail a letter of intent and resume to: Madison Number One Middle School, Attn: Dr. Robert Chartier, Principal, 5525 North 16th St., Phoenix, AZ 85016; 602-664-7110; Fax: 602-664-7199.

Community Consolidated School District 65 Park Ridge-Niles, Parkridge, Illinois, is seeking a **Spanish and a French teacher;** both full-time positions are for grades 2–5. Responsibilities will include planning, developing, and teaching content-related curriculum units. Qualifications are: Illinois Elementary Teaching Certificate (Type 03 or Type 10), Spanish/French Teaching Certificate (Type 09) or Spanish/French language endorsement or, for Spanish, the Illinois Elementary Bilingual Teaching Certificate (Type 29). Fluency in the languages. Advanced proficiency on the ACTFL scale, study abroad or living experience in a country where the language is spoken, experience in teaching the languages in grades K–6 and/or evidence of successful supervised student teaching experience; experience in teaching subject content areas in grades K–6 and/or evidence of successful supervised student teaching experience in grades K–6, and familiarity with various types of elementary school foreign language programs. To apply, send or fax a letter of introduction and resume to: Dr. Jerry Hawver, Assistant Superintendent for Curriculum and Instruction, District #64, 164 S. Prospect, Park Ridge, IL 60068; Fax: 847-318-4351.

Alicia R. Chacon International Language School in El Paso, Texas, seeks **full-time German and Japanese teachers** for grades K–6. These students are working toward literacy in three languages. These positions will be responsible for 4–6 classes daily as well as some team teaching with the current teachers. Applicants need to be certified or eligible for certification as foreign language or elementary school teachers, possess strong language skills, have a good knowledge of the target culture, have experience working with young children, be able to plan and implement content-related lessons at age-appropriate levels, be familiar with language immersion and FLES methods and be innovative, creative, energetic, and willing to learn. For more information, please contact Mr. C. R. Schulte, Principal, 221 Prado Road, El Paso, TX 79907; 915-860-7480.

Mis cosas favoritas:

Exploring Likes and Dislikes

Kathy Olson Studler
St. Paul Academy
St. Paul, Minnesota

Objective:

Students, working with partners, will orally compare their likes and dislikes as they individually fill in a Venn diagram with sections for *Me gusta, Te gusta,* and *Nos gusta*. They will give an oral report to the class about their own, their partner's, and their shared likes and dislikes using *Me gusta, A (partner's name) le gusta,* and *Nos gusta.*

Targeted Standards:

1.1 Interpersonal Communication. Students express their likes and dislikes to their partners.
1.2 Interpretive Communication. Students interpret written and spoken language about likes and dislikes.
1.3 Presentational Communication. Students present their own, their partner's, and their shared likes and dislikes to the class.
5.1 School and Community. Students share the results of their study of likes and dislikes with the school community.

Materials:

- Prepare a booklet for each student entitled *Mis cosas favoritas* in which students will add information about their likes and dislikes. At the bottom of each page of the booklet write one of the following expressions: *Mi fiesta favorita, Mi lugar favorito, Mi deporte favorito, Mi color favorito, Mi música favorita, Mi comida favorita, Mi pasatiempo favorito, Mi estación favorita, Mi animal favorito.*
- Magazines for cutting out illustrations of their likes and dislikes and/or drawing materials to illustrate the same.
- A blank Venn diagram with the categories: *Me gusta, Te gusta,* and *Nos gusta.*
- A sheet of questions to prompt students as they interview a partner during the classroom activity, for example: *¿Cuál es tu fiesta favorita? ¿Cuál es tu animal favorito?*
- Two large sheets of paper to model the making of a Venn diagram.

Procedure:

Provide many opportunities for discussion and practice prior to this activity to develop and extend students' vocabulary for the categories being described: colors, sports, festivals or celebrations, etc. Additionally, provide practice for students to learn how to use appropriately the structures for *Me gusta, Te gusta, Le gusta,* and *Nos gusta*. Have students complete the booklets in advance of the classroom activity using either cut-outs from magazines and/or drawings that express for each topic their personal likes and dislikes.

The Spanish teacher and an assistant, student or a puppet will model the activity by each describing his/her favorite things, noting anything they have in common as they share information. For this part of the activity, demonstrate that students will refrain from showing each other the illustrations from their booklets, *Mis cosas favoritas,* as additional clues to meaning unless absolutely necessary. Encouraging this strategy will help students develop their listening comprehension skills.

On two large sheets of paper, model how the information that each partner shares is used to complete the three sections, *Me gusta, Te gusta,* and *Nos gusta,* on his/her own Venn diagram. Each student will fill in the information about the partner with whom he/she is working in the section labeled *Te gusta.*

Model how students will give a brief oral presentation of the information on their Venn diagrams upon completion of the activity. Emphasize to students that when they report to the class on the preferences of their partner, in place of *Te gusta* ______, they will substitute, *A* (partner's name) *le gusta* __________ .

Students will work with a partner to complete the activity as modeled. Each describes his/her favorite activity, then they work together to complete the Venn diagrams and practice presenting the information for their oral reports on their findings.

Have students take turns presenting their information to the class. Collect the booklets in advance of the presentations so that students will only be viewing the presenter's booklet, which, together with the Venn diagram, should contain the information the class needs to understand the oral presentation.

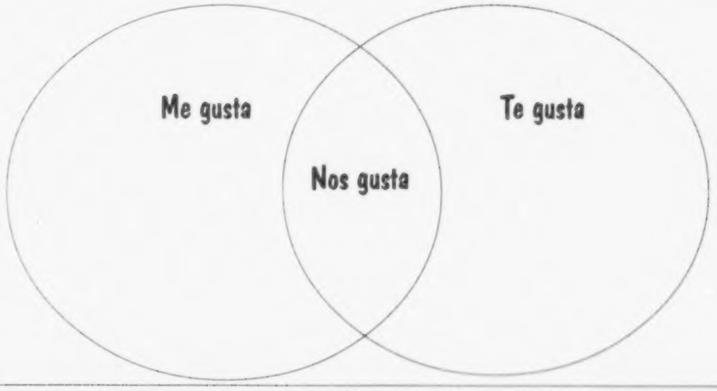
You may prepare a large Venn diagram on paper to compare the findings from two different classes that you teach, or two different grade levels. Or, you may compare the class's findings with a class in a partner school in this country or abroad. This information will provide interesting material to graph and share with the school community on a bulletin board. Another variation would be for students to predict what their classmates or partners might say are their favorite things prior to the lesson.

Assessment:

As the students present their oral descriptions, they will demonstrate their ability to describe their favorite things and those of their partner. They will also demonstrate that they have understood the information that their partner has shared.

Venn Diagram: Las cosas favoritas

Nombre: ______________________ **Nombre**: ______________________



Talking without Using My Hands: A Short Reflection of a Third Grade Language Immersion Teacher

Joyce Y. Iliff
Japanese Immersion Teacher
Richmond School
Portland, Oregon

The other day, I spoke to a seventh grader with whom I worked when she was a third grader. As I spoke to her about school, her extra-curricular activities, and her family, I realized that something was different from when I spoke to her in third grade.

I noticed that my hands were still. Yes, I did have a coat in my hands, but they were very still. Next, I noticed that my body was still. I was not moving. My body was not gesturing every verb, adjective, adverb, or prepositional phrase. With this student, I was talking to her and simply standing still.

Then I listened to the child and realized that this seventh grader can negotiate meaning by herself. Yes! I may have been using some sheltered language to her, after all I was her third grade teacher. This seventh grader can now ask questions freely and manipulate the target language enough to carry on a conversation. Wow! I can talk to this child freely without thinking too much. The child is now thinking all by herself and manipulating the target language for comprehension. What growth she has made in four years!

The next morning, I went back to my third grade class. As I led a class discussion using my hands and body, I thought of that "one day" when I will be able to talk to these students without using my hands.

Changes in Contributing Editors Announced

Several changes in Contributing Editors take place with this issue of the journal. Two editors are retiring and two join the editorial board.

Retiring Contributing Editors. Many thanks to Diane Fagin Adler, who served as Classroom Activities Editor through the transition from *FLES News* to *Learning Languages*, and to Lori Langer de Ramirez, who served as Spanish Resources Editor until she resigned to serve as Secretary of NNELL. Both have done a superb job, always providing timely and interesting material for their sections. Thank you!

New Contributing Editors. NNELL welcomes Jeanette Borich as the new Classroom Activities Editor. Jeanette teaches Spanish and French in first through third grades in the Ankeny, Iowa, Community School District. Jeanette, an active member of NNELL for many years, is a leader in early language education in Iowa. Mari Haas, K–12 Foreign Language Specialist at Teachers College, Columbia University in New York City, is the new Spanish Resources Editor. NNELL members will remember Mari as a past president of NNELL. Both editors ask that you send your submissions to them at the addresses listed on the inside front cover of this journal.

Congratulations to Kinder Lernen Deutsch for Their First Ten Years!

Ten years ago a small group of determined advocates for German in the elementary schools developed a plan to support German in grades K–8. With generous funding by the *Ständige Arbeitsgruppe Deutsch als Fremdsprache (StADaF)* from the German government and the Goethe-Institut, the *Kinder Lernen Deutsch* (KLD) Steering Committee has made great progress. The major, long-range components of the initiative include:

Planning, Parity, and Implementation Grants.

Over $50,000 has been granted to 37 schools thus far for the purpose of planning and program development. A new award to schools wishing to add German to the middle school offerings to establish parity with other languages is the latest addition to the grant program.

A network of KLD consultants specially trained to assist school districts and individual teachers and parents in establishing an elementary school German program has been created.

Support for In-service and Pre-service Teacher Education.

The Concordia College, Minnesota, month-long summer seminar has retrained over 150 German teachers to teach at the K-8 level. In addition, a 10-day version of the Concordia Program is now offered at Plymouth State College, New Hampshire, each summer. The American Association of Teachers of German (AATG) also offers the services of several consultants from its professional development directory free of charge.

The Video Project.

A methodology videotape and a teacher preparation tape will be ready in 1998.

Development of Materials for Teaching German K–8.

Existing materials have been identified and evaluated and a selection of appropriate materials has been made available from the AATG Materials Center. Among these materials are: the *Loseblattsammlung;* the KLD *Liedersammlung,* annotated bibliographies, several children's books, *Bildalphabet,* and videos from the Goethe-Institut and InterNationes.

Public Relations/Networking.

A network of KLD consultants specially trained to assist school districts and individual teachers and parents in establishing an elementary school German program has been created. A session on KLD is always offered at the AATG annual meeting and has been the topic of several AATG chapter meetings as well. A KLD Kit is available, with materials describing the benefits of early language study. The annual KLD *Infoblatt* informs AATG members about the project, and the KLD Talking "T" (with audiocassette) is available to interest young and old learners in German K–8.

Cooperative Projects.

Many generous partners have supported the first 10 years of *Kinder Lernen Deutsch* activities: the German government, the Goethe-Institut, and InterNationes, as well as the National K–12 Foreign Language Resource Center at Iowa State University, the BBC, the Fairfax County Network, and many others.

Special thanks go to the high level of expertise and energy of the KLD Steering Committee: the original members—Helena Curtain, Carol Ann Pesola Dahlberg, Pat Pillott and *Fachberater* Horst Bussiek (now back in Germany), and Susan Thorne and *Fachberaterin* Jheel Jonen-Dittmar, who have since joined the Committee.

Note: For ordering the materials described or for more information about *Kinder Lernen Deutsch*, contact AATG, 112 Haddontowne Court #104, Cherry Hill, NY 08034-3668; 609-795-5553; Fax: 609-795-9398; E-mail: aatg@compuserve.com.

Cultures des Pays Francophones de l'Afrique de l'Ouest

A compact disk (CD-ROM) and manual have been developed to support the teaching of the cultures of Francophone West Africa in French and Social Studies classes. These materials were produced with the support of a grant from the National Endowment for the Humanities.

The CD-ROM includes cultural information on the traditional and current aspects of life in West Africa, illustrated by over 400 pictures. The presentation has both English and French tracks and is enhanced by music, activities for students, maps, video clips, a brief history, a French-English glossary, and comprehensive essays for teacher (or advanced student) reference. Some of this material has been repeated in the manual; sample lessons and resource lists are also provided for teachers. System requirements for using the CD-ROM are a color-capable Macintosh computer, 13-inch or larger color display, system software version 7.0 or later, QuickTime, 5MB of RAM, and a CD-ROM drive.

To order a copy of this CD-ROM and accompanying manual, send a check in the amount of $50 made payable to Montgomery County Public Schools. Telephone 301-279-3911 to inquire about special prices for quantity orders. Please send the order and payment to the following address:

Foreign Language Coordinator
Montgomery County Public Schools
850 Hungerford Dr., Room 258
Rockville, MD 20850

Classroom Resources

Spanish

Lopez, A. (1996). *Hispanic Folk Arts and the Environment: A New Mexican Perspective.* Glenview, IL: Crystal Publications.

Available from Crystal Productions, 1812 Johns Drive, Box 2159, Glenview, IL 60025-2159; 800-255-8629, E-mail: crystal@interaccess.com. Cost is $85.

This review focuses on unique resources that feature the rich Hispanic cultural heritage of Northern New Mexico.

These interdisciplinary curriculum materials will help you develop an excellent thematic unit for your Spanish classes. Created by educators at the Museum of International Folk Art in Santa Fe, New Mexico, the materials include a curriculum guide (illustrated with black and white photos), a videotape showing nine Hispanic artists working with traditional materials, and 20 (8" x 10") color photographs of the land, the people, the folk arts, and artists. Goals defined in the bilingual curriculum guide are for students to understand and appreciate Hispanic folk traditions, both past and present; to recognize the influences of the natural environment on the folk life and folk arts of the Río Grande region; and to experience Hispanic cultural traditions by participating in related activities.

The Hispanic folk arts are the oldest expressions of European folk arts in North America originating with the Spanish/Mexican colonization of present-day New Mexico. These curriculum materials give students an opportunity to see how environmental forces and human activity are related by exploring four interrelated topics: Land, River, and Hispanic Settlements; Building Community: The Roots of Adobe; Folk Arts in the Home: Río Grande Weaving; and Foodways of the Río Grande. The following introduction to Land, River, and Hispanic Settlements illustrates the clear writing style and abundance of information contained in the guide:

> *En los valles y montañas del norte de Nuevo México se encuentran communidades que emontan a los primeros años de la colonia española. En communidades como Chimayó, Río Chiquito, Las Trampas y Abiquiú aún se puede palpar el ritmo del pasado. La gente todavía canaliza el agua de las sierras por un sistema de acequias para poder regar sus sembrados. Vacas, borregas y caballos aún se encuentran pasteando en tierras ancestrales.*
>
> *En muchas de estas communidades los artesanos siguen trabajando de una manera parecida a la de hace cien o más años. La gente teje "fresadas," talla santos de madera, crea muebles de madera de pino, compone corridos en el arcaico dialecto español, sigue quemando leña de piñón en sus hogueras y asando maíz en hornos de adobe.* (p. 10)

The activities in the guide give step-by-step instructions including an introduction, objectives, vocabulary, materials, motivation, preparation, procedure, evaluation, classroom connections (for math, language arts, and social studies), community connections, adult resources, and a list of related children's books and folktales.

Most activities can be easily adapted for Spanish classes. Activities include:

(1) making a three-dimensional model of the original Hispanic settlements along the Río Grande (using vocabulary words such as *el arroyo, el llano, la mesa, la plaza*, and *los ranchos*—perfect for creating a "Gouin Series" or series of commands to follow in making the model);

(2) creating a "human loom" and weaving on a cardboard loom (using vocabulary words such as *tejer, cardar, hilar, la lana, el nudo, las estrellas*—perfect for a language experience story after the students weave rag rope wefts over and under the warp strings their peers are holding and also perfect for describing the patterns in traditional New Mexican weaving as well as in their own weaving piece); and

(3) making flour and/or corn tortillas (using vocabulary words such *as el maíz, la mano, el metate, la semilla, el trigo*—perfect for a sorting activity comparing foods from Europe and the Americas and researching the food traditions in the students' own families).

These comprehensive materials will give teachers a solid background in the history and culture of Northern New Mexico and the visuals necessary to create exciting thematic units for Spanish classes.

These comprehensive materials will give teachers a solid background in the history and culture of Northern New Mexico. . . .

Sense and Nonsense, Inc., & Sundstrom, M. (Illus.). (1994). *The Southwest Treasure Box*. Espanola, NM: Juniper Learning.

Available from Juniper Learning, Box 1328, Española, New Mexico 800-456-1776 or 505-753-7410; Fax: 505-747-1107. Cost is $268.

The *Southwest Treasure Box*, (a great companion to *Hispanic Folk Arts and the Environment*) is a large cardboard case filled with materials to make the tri-cultural history and culture of Northern New Mexico come alive in your classroom. Perfect for use in a magic box or bag, the following folk art and natural objects are included: a miniature adobe brick; blue corn, anasazi beans; a painted clay pot; a railroad spike; wool from churro sheep that has been carded; dyed churro yarn; a hand-woven mini-rug; a piece of cholla cactus deadwood; piñon pine cones; a sage stick; pumice and a pottery shard; and examples of iron pyrite, mica obsidian, gypsum, and turquoise.

You will also find a teacher's guide and two student books (one in English and one in Spanish) in the box. Beginning with introductory questions in each section, the guide provides information about the land, the people, and the history of New Mexico. It gives background information on the history and use of all of the materials in the treasure box, useful vocabulary for learning about the materials, recommended supplemental reading, and ideas for activities. The last section of the guide provides blackline masters of animal patterns for tinwork, Pueblo Indian bird designs, vocabulary practice sheets, a simple Pueblo Indian tale and a New Mexican/Spanish folktale. The student books contain short information/reading passages and a variety of activities to go with the materials. In the *Tiempo de vacaciones* section, the students use a map to travel on a fantasy trip through Northern New Mexico.

In addition, the box has a bulletin board kit complete with a large full-color map of the area, color photographs of many of the topics from the guide, such as an indigenous woman baking bread in an horno at Taos Pueblo, turquoise jewelry, a churro sheep, a woman carding churro wool, a cholla cactus in bloom, and a steam engine in Chama.

Although the activities are designed for bilingual classes, the treasure box gives you a wealth of information, materials, and ideas to use or adapt for your Spanish classes. If you can't go to New Mexico to research and collect all of the materials, the *Southwest Treasure Box* is an exciting resource!

Other Juniper Learning kits, such as the following, are available:

- *The Tinsmith Workshop:* This kit contains everything you need to have your students create designs on tin: 35 pieces of pre-cut tin; reusable pattern; six tool sets including mallet, pounding pad, and traditional tamping bit; completed sample; instruction booklet with historical background; and a coupon for ordering pre-cut tin. Cost is $98.

- *The Adobe Builder:* This hands-on adobe building project includes a teacher's guide for a four-week classroom unit, architectural blueprints, and construction materials. The $98 cost includes materials for one 8" x 10" house, $180—materials for three houses and $260—materials for five houses.

French

Smith, D. (1991). *Trouve-moi! Un livre pour jouer à cache-cache.* Paris: Albin Michel Jeunesse.

Available from the Children's French Store, 1490 Danforth Ave., Toronto, Canada MAJ-1N4; Tel. and Fax: 416-463-1427. Cost is $25.

Here is a book to help very young children learn prepositions in a fun way. In this interactive, pop-up book, the child (or the teacher) plays hide-and-seek by placing a cut-out figure on, around, behind, or underneath elephants, crocodiles, camels, polar bears, or penguins—to name just a few of the parade of animals. Although the language is very simple, the vocabulary is appropriate for young learners. I can envision children in the classroom being inspired to make their own *Trouve-moi!* books, complete with cut-outs. This versatile book will supplement a lesson on animals or inspire the development of new *trouve-moi* games.

German

Rieder, E. (1996). *Das ABC - Buch.* Stuttgart: Ernst Klett Verlag.

Available through Klett Edition Deutsch. Christiane Fredrickson, 7327 Woodrow Drive, Oakland CA 94611. Tel and Fax: 510-339-2721. Cost is $14.30.

This book is part of a beginner's lesson series to teach written German to second language learners at the elementary school level. The book is divided into topics depicting everyday life—the garden; a birthday cake; animals; a tree house; soccer; a cold; a toothache; fairy tales; apples, pears and plums; camping; and games. The chapters are arranged according to the letters of the alphabet, but chapters on specific and unique German letters and letter combinations also are included. This book also is useful in teaching grammar and sentence structure.

Workbooks and cassette tapes for student practice, which include rhymes, finger plays, songs, and puzzles, are available for *Das ABC - Buch*. These materials appear to be well-suited for elementary school students beginning with the second grade level, but middle school and high school students could also benefit from this resource.

Virginia Gramer Honored as Outstanding Teacher

Congratulations to NNELL member, Virginia Gramer, who has been named the Outstanding Elementary Teacher of the year by the American Association of Teachers of French.

Virginia has taught French in Hinsdale Elementary School District 181, Hinsdale, Illinois, since 1960, when the school board responded to demands by parents for foreign language by introducing French and Spanish into the curriculum. Virginia teaches French to 120 fifth graders at six schools and coordinates French and Spanish programs in the elementary and middle schools of the district.

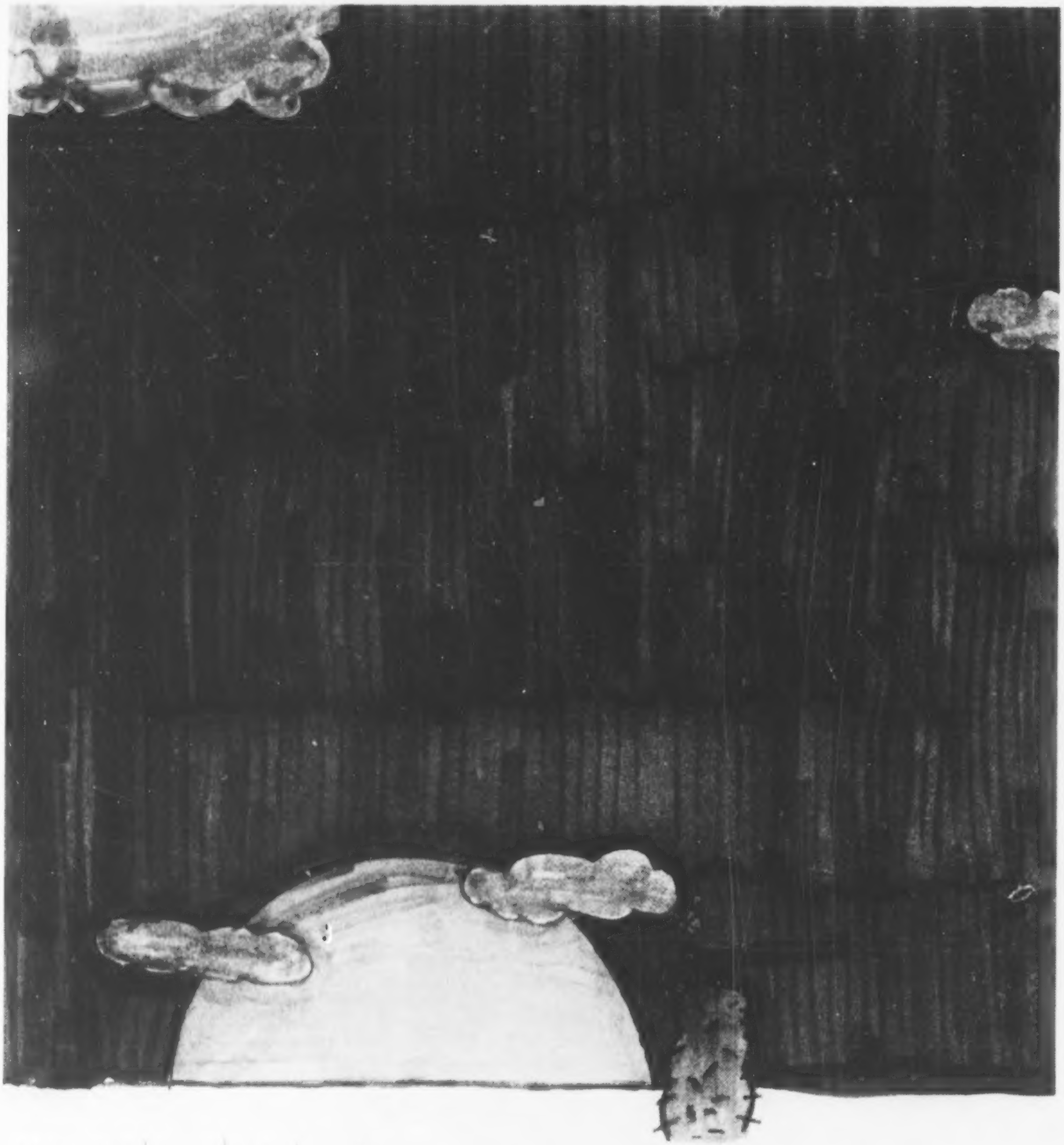
She conducts her lessons in French and the students learn to converse in the language about what they are doing at home—such as helping to prepare dinner, playing on the computer, listening to music on compact discs, or watching television. When they become confident with their new French phrases, they practice at home by calling each other on the telephone.

Virginia links French with other subjects, such as geography and mathematics. With the winter Olympics in Japan, she taught the names of countries, the colors of teams, the events, and distances in the metric system in French. Her students are very enthusiastic about learning and the parents in the community are strongly supportive of the district's foreign language program. Congratulations from NNELL to Virginia Gramer on her well-deserved award!

Thanks to NTC for NNELL Stickers

NNELL thanks National Textbook Company and Mr. Keith Fry for donating 8,000 NNELL logo stickers to commemorate the network's tenth anniversary celebration at ACTFL last November in Nashville. Members of the NNELL Board, past and present, "stickered" the badges of as many of the 5,500 conference participants as possible, to make the profession aware of NNELL and its commitment to early language learning. Watch for the blue and white NNELL stickers at your next state or regional conference—a member of the NNELL board may "sticker" you!

Children's Classroom Creations



Me gusta el sol de

Mejico

Tracy L. Mehlman
Grade 5
Trinity School
New York, NY
Adriana González-Novello
Spanish Teacher

BEST COPY AVAILABLE

Calendar

Spring 1998 Conferences

April 16–19, 1998
Northeast Conference on the Teaching of Foreign Languages, New York, NY. Northeast Conference at Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896; 717-245-1977.

April 23–28, 1998
Southwest Conference on Language Teaching and Arizona Language Association, Mesa, AZ. Carl H. Johnson, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

Summer 1998 Courses and Workshops

June 14–July 10, 1998
Methods for Elementary and Middle School Foreign Languages, Concordia College, Moorhead, MN. Carol Ann Pesola Dahlberg, Old Main 109B, Concordia College, Moorhead, MN 56562; 218-299-4511; Fax: 218-299-4454; E-mail: cadahlbe@cord.edu.

June 22–28, 1998
Performance Assessment Institute, Iowa State University, Ames, IA. Marcia H. Rosenbusch, National K–12 Foreign Language Resource Center, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

June 23–28, 1998
The National FLES* Institute, University of Maryland, Baltimore County, MD. Gladys Lipton, Director, Department of Modern Languages, 1000 Hilltop Circle, Baltimore, MD 21250; 301-231-0824; Fax: 301-230-2652; E-mail: lipton@umbc2.umbc.edu.

June 27, 29, 30–July 1, 2, 3, 6, 7, 8, 1998
Teaching Foreign Languages to Young Students (K–8 Methods Course), Teachers College, Columbia University, New York, NY. Mari Haas, Teachers College, Box 201, 525 West 120th St., New York, NY 10027; 212-678-3817; Fax: 212-678-3085; E-mail: mbh14@columbia.edu.

July 22–August 1, 1998
Teacher Educator Partnership Institute, Iowa State University, Ames, IA. Marcia H. Rosenbusch, National K–12 Foreign Language Resource Center, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

August 7–15, 1998
New Technologies in the Foreign Language Classroom Institute, Iowa State University, Ames, IA. Marcia H. Rosenbusch, National K–12 Foreign Language Resource Center, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax 515-294-2776; E-mail: nflrc@iastate.edu.

NNELL

NNELL is an organization for educators involved in teaching foreign languages to children. The mission of the organization is to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. NNELL provides leadership, support, and service to those committed to early language learning and coordinates efforts to make language learning in programs of excellence a reality for all children.

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NNELL works to accomplish this mission through activities that improve public awareness and support of early language learning. NNELL facilitates cooperation among organizations directly concerned with early language learning; facilitates communication among teachers, teacher educators, parents, program administrators, and policymakers; and disseminates information and guidelines to assist in developing programs of excellence.

NNELL holds its annual meeting at the fall conference of the American Council on the Teaching of Foreign Languages. Its officers are elected by members through a mail ballot election held annually in the spring.

NNELL is a member of JNCL-NCLIS (Joint National Committee for Languages/National Council for Languages and International Studies). Visit the NNELL website at: www.educ.iastate.edu/currinst/nflrc/nnell/nnell.html

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Learning Languages

The Journal of the National Network for Early Language Learning

Spring 1998
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Learning Languages: The Journal of the National Network for Early Language Learning is the official publication of NNELL. It serves the profession by providing a medium for the sharing of information, ideas, and concerns among teachers, administrators, researchers, and others interested in the early learning of languages. The journal reflects NNELL's commitment to promoting opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own. See the inside of the back cover for more information on NNELL.

In an effort to address the interests of the profession, both practical and scholarly articles are published. Practical articles describe innovative approaches to teaching and the administration of effective language programs for children. Scholarly articles report on original research and cite both current research and theory as a basis for making recommendations for practice. Scholarly articles are refereed, i.e., reviewed anonymously by at least three readers. Readers include members of the NNELL executive board, the editorial advisory board, and invited guest reviewers who have expertise in the area. Refereed articles are identified as such in the journal. Write to the editor to request a copy of author guidelines for preparing articles, or retrieve them from NNELL's website: www.educ.iastate.edu/currinst/nflrc/nnell/nnell.html

Submissions: Deadlines are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1. Articles, classroom activities, and materials offered for review may be submitted to the appropriate contributing editor (see below). Send announcements, conference information, and original children's work (such as line drawings, short stories, and poems) to the editor. Children's work needs to be accompanied by written permission from the child's parent or guardian and must include the child's name, age, school, and the teacher's name, address, and telephone (add fax and e-mail address, if available).

Submit a favorite classroom activity for the "Activities for Your Classroom" section by sending a description of the activity that includes title, objective, materials, procedure, and standards addressed. Include pictures or drawings as illustration, if available. Send with your name, address, and phone number to the Classroom Activities editor listed below.

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Learning Languages (ISSN 1083-5415) is published three times a year (fall, winter, and spring). Membership dues for NNELL, which include a subscription to the journal by academic year, are $20/year ($25 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, NNELL, 1118 22nd St. NW, Washington, DC 20037. Copyright © 1998 by the National Network for Early Language Learning.

Notes from the President

As I write to you, I am refreshed by the beauty of spring—a vivid reminder of the importance of rebirth and renewal in life.This is an appropriate concept to reflect on as we look to NNELL's future.

Inherent in this is the need to understand trends in foreign language instruction. Accordingly, I call your attention to the lead article in this issue of *Learning Languages*. Nancy Rhodes and Lucinda Branaman report results of their national survey project, which focuses on issues crucial to foreign language instruction. This timely study can inform our thinking about NNELL's mission and help guide us toward success.

Equally important to understanding the context for our mission is having an effective organizational structure. We have a strong foundation for good communication with our members and dedicated professionals to carry out our mission. NNELL is well poised to fulfill its recommitment.

Regional and state representatives are key players in our organizational structure. They give meaning to the *network* aspect of NNELL by providing the linkages between the executive board and local foreign language teachers.

State representatives particularly play vital roles in the recruitment of new members, the dissemination of information to members, and the communication of grass-roots information to regional representatives, who in turn work directly with NNELL's executive board. We encourage these representatives to be active in their state organizations, to offer NNELL sessions at state foreign language conferences and at other conferences related to the educational future of our nation's youth.

Our ambitious plans for the future include increasing public awareness of NNELL and the importance of early language learning. One opportune way to accomplish this ties to another NNELL goal: to establish greater collaboration with other organizations, committees, or centers that have similar visions for our children's future.

Good communication with members is central to achieving our goals. We encourage you—the members of NNELL—to communicate regularly with your state representatives. A list of representatives is available from Second Vice President, Myriam Met (see address on inside back cover). The list is also on our Website (http://www.educ.iastate.edu/currinst/nflrc/nnell/nnell.html). Your ideas can help us improve communications and shape other aspects of NNELL. Members of the board invite you to contact them directly at any time.

Well-informed members taking proactive steps across the nation's local communities give NNELL its unity of purpose. This is what provides children of our nation with opportunities to learn languages in programs of excellence, while also learning to live responsibly in our global community. This is the reason for our recommitment.

May summer be a time of relaxation and continued renewal!

Susan P. Walker

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More News from NNELL's 10th Anniversary Celebration!

Special thanks go to the twelve-member committee that organized the 10th anniversary celebration of the National Network for Early Language Learning that was held at the ACTFL annual meeting in Nashville, Tennessee, November 20–22, 1997. The committee, chaired by Audrey Heining-Boynton of the University of North Carolina at Chapel Hill, organized a variety of activities that centered around the NNELL booth in the exhibit hall and the Swap Shop Breakfast. Rounding out the events and offerings were political action activities, a FLES video, highly artistic penpal placemats, and a spectacular raffle with a wide variety of prizes. Instrumental committee members were Deby Doloff, Sonia Torres-Quiñones, Robert Blair, Harriet Barnett, Mari Haas, Kay Hewitt, Carol Orringer, Anita LaTorre, Susan Walker, Mary Lynn Redmond, Marty Abbott, and Nancy Rhodes. Additionally, very special thanks go to Anita LaTorre, who organized the raffle, and to Mr. Jim Paleo, General Manager of Sheraton Gateway Hotel, and Mr. Horace Hord, Director of Marketing, American Airlines. Winners of the raffle prizes were:

- Guest passes AMC: *Gail Pilgram, Waterboro, SC*
- NNELL poster: *Jean D'addario, Meshanic Station, NJ*
- French texts: *Alex Tsurdino*
- Abalone pin: *G. Deadwyler, Bedford Heights, OH*
- Gift certificate: *Liz Rieken, Lawrenceville, GA*
- Jade earrings: *W. Kinoshito, Urbana, IL*
- NTC foreign language dictionary: *Martie Semmer, Breckenridge, CO*
- Two free Avis car rental days: *Alicia Miguel, Oak Park, KS*
- 1 roundtrip Gulfstream ticket: *Marcia Rosenbusch, Ames, IA*
- 3 days/2 nights at Sheraton Gateway–Miami: *Mary Williams, Indianapolis, IN*
- 2 roundtrip tickets American Airlines: *Judith Galician, Coral Springs, FL*

NNELL Commemorative Poster Available

To commemorate NNELL's 10th anniversary, internationally renowned Chinese artist Tsong (Cong) Yuan designed a special poster (see photo). Three figures in the foreground of the poster represent the anthropological view of the three races of humankind. Joined hands symbolize the ideal of bringing all peoples together moving in unison toward the beauty of knowledge, which is represented by the peacock, whose tail is comprised of enticing, beautifully colored language books. The slogan represents the mission of NNELL, encouraging all learners to "start young and discover the world through language." To order your poster, send a $14.00 check (payable to NNELL) to: Audrey Heining-Boynton, NNELL Poster, P.O. Box 1049, Chapel Hill, NC 27514. To order more than one poster, contact Dr. Heining-Boynton (919-962-3035 or ahb@email.unc.edu) for shipping charges. *Include your name and address for mailing.*

Photo from NNELL Executive Board Meeting at ACTFL, November 1997, Nashville, Tennessee. *Center:* NNELL Commemorative Poster. *Front row, from left:* Carol Ann Pesola Dahlberg, Audrey Heining-Boynton, Kay Hewitt, Susan Walker. *Back row, from left:* Nancy Rhodes, Lori Langer de Ramirez, Mari Haas, Marcia Rosenbusch, Virginia Gramer, Mary Lynn Redmond, Evelyne Armstrong, R. William Carlstrom.

Survey Results: Language Instruction Increases in U. S. Elementary Schools

Nancy C. Rhodes and Lucinda E. Branaman
Center for Applied Linguistics
Washington, D.C.

In the past decade, foreign language instruction in U.S. elementary schools has increased by nearly 10%. In 1987, just over one in five (22%) elementary schools reported teaching foreign languages; by 1997 nearly one in three (31%) schools did (see Fig. 1). The percentage of secondary schools teaching foreign language remained fairly stable—87% in 1987 and 86% in 1997.

Almost one in three elementary schools offered foreign language instruction in 1997.

These results emerge from a survey of elementary and secondary schools conducted during the 1996–97 school year by the Center for Applied Linguistics (CAL). Funded by the U.S. Department of Education, the survey was designed to provide a national portrait of foreign language education at the elementary and secondary school levels.[1] The goal was to gain greater understanding of current patterns and shifts in enrollment, languages and programs offered, curriculum, teacher qualifications and training, and reactions to national reform issues. The survey was patterned after CAL's 1986–87 survey (Rhodes & Oxford, 1987, 1988) in order to show trends over the decade.

A four-page survey was sent to a randomly selected sample of principals at approximately 6% of all public and private elementary and secondary schools in the United States. This article focuses on the elementary school level. Results are presented from questionnaires completed by principals and foreign language teachers at 1,534 elementary schools (a 52% response rate).[2] Respondents represented public and private schools, ranging from preschool through grade eight, in all 50 states and the District of Columbia.

This article focuses on the major categories of information addressed by the survey. Findings are compared with data from the 1987 survey. When relevant, results are presented for both public and private schools.

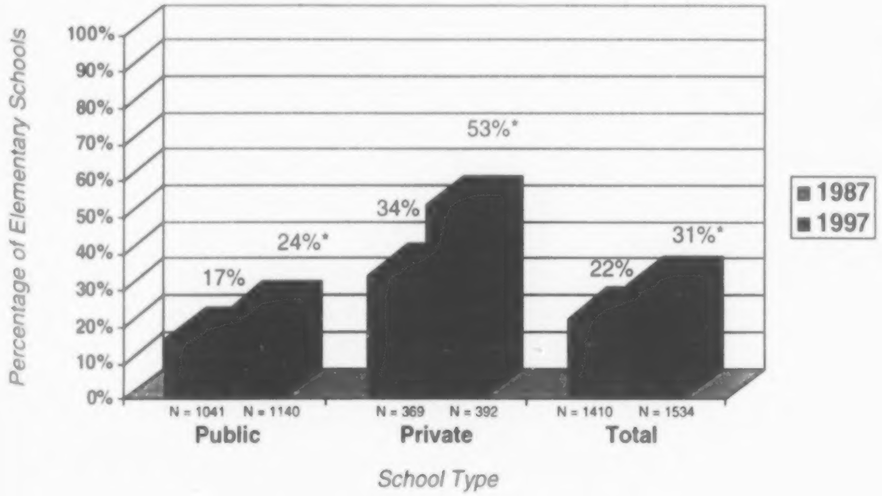
How extensive is foreign language teaching in elementary school?

Almost one in three elementary schools (31%) offered foreign language instruction in 1997. As was true in 1987, foreign language instruction was still more common in private elementary schools than public elementary schools. However, the inclusion of foreign language instruction in the curriculum increased significantly in both private and public elementary schools over the past ten years. In 1997, 24% of public elementary schools reported teaching foreign language, compared to 17% in 1987. Private elementary schools experienced an even greater increase—53% of private schools in 1997 taught foreign languages, compared to 34% in 1987 (see Fig.1).

The amount of foreign language instruction varied according to the location of the elementary schools. In both public and private schools, more foreign language instruction occurred in suburban schools.

The amount of foreign language instruction in elementary schools also varied across geographical regions. Regional results were compiled by foreign language conference regions[3] to assist the profession in planning regional initiatives. Ranging from

Figure 1: Elementary Schools Teaching Foreign Languages, 1987 and 1997



* Indicates a statistically significant increase from 1987 to 1997

Note: Information about school type was not available for some schools in 1997. Therefore, the sum of the N for public and private schools does not equal the overall total.

highest to lowest, the regions and percentages of schools teaching languages in each region are as follows:

- Southern Conference on Language Teaching (SCOLT): 39%
- Northeast Conference on the Teaching of Foreign Languages (NEC): 38.5%
- Southwest Conference on Language Teaching (SWCOLT): 37%
- Central States Conference on the Teaching of Foreign Languages (CSC): 25%
- Pacific Northwest Council for Languages (PNCFL): 23.5%

Of those elementary schools surveyed that did not teach foreign languages, 54% reported that they would be interested in starting foreign language instruction at their schools. This was a 4% increase from ten years ago. Increased interest was evident both in public (52%, up from 48%) and private schools (61%, up from 55%).

How many students are enrolled? By extrapolation from the data, it was estimated that in 1997, over 4 million elementary students (out of 27.1 million) in the United States were enrolled in foreign language classes.[4] Over 2.5 million students were in public schools and 1.5 million in private. (Comparable data were not collected in 1987.)

What languages are most commonly taught? Spanish and French continued to be the most common languages of instruction in elementary schools. The number of schools offering Spanish increased significantly, from 68% in 1987 to 79% in 1997. French instruction decreased from 41% of the elementary schools offering foreign language instruction in 1987 to 27% in 1997, a statistically significant decrease.

The following languages were taught by 5% or fewer of the elementary schools that offered foreign

An interesting finding of the survey was the significant increase in the teaching of Spanish for Spanish speakers.

language instruction: German (5%), Japanese (3%), Latin (3%), Hebrew (2%), Italian (2%), Sign Language (2%), Native American Languages (1%), Russian (1%), and Greek (1%). Language classes offered by fewer than 1% of the schools teaching languages in 1997 included Chinese, Hawaiian, Yagui, Kutenai, Arabic, Dutch, Filipino, Micronesian, Polish, and Swedish.

Latin instruction decreased from 12% to 3% of schools that offered foreign language, a statistically significant decrease.

Japanese instruction is a notable exception to any of the downward trends. In 1987, no elementary schools reported teaching Japanese; in 1997 3% of elementary schools with a foreign language program reported teaching Japanese—a statistically significant increase.

An interesting finding of the survey was the significant increase in the teaching of Spanish for Spanish speakers. It was taught by 8% of the schools teaching languages in 1997, while taught by only 1% in 1987. This increase may be due to the growing numbers of native Spanish speakers in the schools and the heightened awareness of the importance of helping children maintain their bilingualism. (It should be noted, however, that "Spanish for Spanish Speakers" was listed on the questionnaire in 1997, whereas in 1987 respondents had to write in this category under "other." This questionnaire change may account for the some of the increase.)

What types of programs are offered? Respondents were asked to characterize their programs as one of four types: foreign language experience—FLEX (students gain general exposure to language and culture); foreign language in the elementary school—FLES (students acquire listening and speaking skills and cultural understanding); intensive FLES (students receive more exposure to the foreign language than in regular FLES); and immersion (students receive content instruction through the second language for at least half of the school day) (see Table 1 for complete definitions).

In 1987, almost half (45%) of the foreign language programs in elementary schools were FLES programs. Four out of ten (41%) of the programs were FLEX programs. In 1997 the proportion of program types was nearly reversed. Almost half of the programs (45%) were FLEX programs and one-third (34%) were FLES programs (see Fig. 2). The actual number of program types per school increased during this period.[5] The change in proportions of program types over time could be due to several factors, including new programs choosing the FLEX model, or existing programs changing their format from FLES to FLEX.

Immersion programs increased from 2% in 1987 to 8% in 1997, while intensive FLES programs stayed at about the same level (12% in 1987, 13% in 1997). (It should be noted that program definitions in the 1997 questionnaire differed slightly from those in the 1987 questionnaire.)

As was the case a decade ago, the vast majority of elementary school programs aimed at various kinds of introductory exposure to the language (FLEX and FLES), while only 21% (intensive FLES and immersion) had overall proficiency as a goal. This data on the type of instruction should be kept in mind when evaluating quality and quantity of foreign language instruction across the country. Even though almost one-third of elementary schools were teaching foreign languages in 1997, only 21% of that 31% (7% overall) offered a program in which the students were likely to attain some degree of proficiency as outlined in the goals of the *Standards for Foreign Language Learning: Preparing for the 21st Century* (1996). This percentage increased from 3% overall in 1987.

Table 1. Definitions of Program Types (as included in survey)

PROGRAM TYPE A

The goals of this program are for students to gain general exposure to language and culture, learn basic words and phrases, and develop an interest in foreign language for future language study. The aim is not fluency but rather exposure to other language(s) and culture. Portions of this program may be taught in English. (This type of program is often called foreign language experience/exploration, or FLEX.)

PROGRAM TYPE B

The goals of this program are for students to acquire listening and speaking skills, gain an understanding of and appreciation for other cultures, and acquire limited amounts of reading and writing skills. The teacher in this type of program may speak some English in the class. (This type of program is often called foreign language in the elementary school, or FLES.)

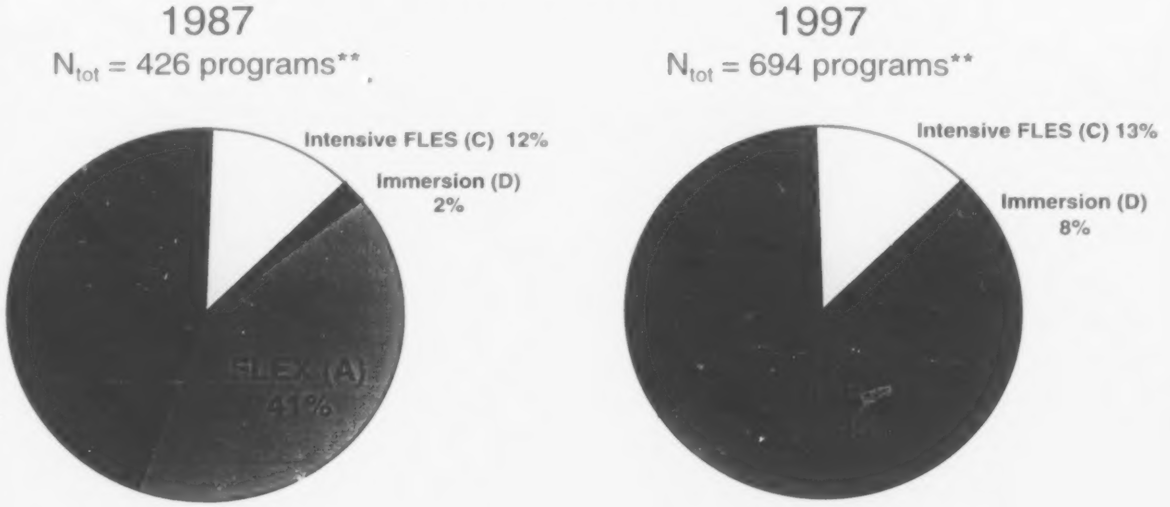
PROGRAM TYPE C

The goals of this program are the same goals as Program B above, but there is more exposure to the foreign language and more focus on reading and writing as well as on listening and speaking skills. This greater exposure includes language classes taught only in the foreign language (sometimes subject content is taught through the foreign language). (This type of program is often called intensive FLES.)

PROGRAM TYPE D

The goals of this program are for students to be able to communicate in the language with a high level of proficiency and acquire an understanding of and appreciation for other cultures. At least 50% of the school day is taught in the foreign language, including such subjects as mathematics, science, social studies, and language arts. (This type of program is called partial, total, or two-way immersion, depending on the amount of foreign language used and the make-up of the student body.)

Figure 2: Elementary Schools with Foreign Language Programs that Offer Various Program Types, 1987 and 1997



**Base = Total weighted foreign language program types in elementary schools.
Note that some schools have more than one program type.

Sequencing (articulation) of foreign language instruction from elementary to secondary levels was still a major issue.

When are the classes taught? As in 1987, the vast majority of elementary schools that had foreign language programs taught language classes during the regular school day (92% in 1997, 89% in 1987; the increase was not statistically significant). Twelve percent (12%) of elementary schools with foreign language classes taught them before or after school, minimally changed from 13% in 1987. One percent (1%) of schools did not specify when they offered classes. Less than 1% (0.3%) offered classes during the summer or extended year.

How are the programs funded? As was the case a decade ago, the majority of elementary school language programs (68% in 1997, 69% in 1987) used regular school funds for salaries, materials, and expenses incurred by teachers. Other sources of funding included tuition paid by parents, federal or state grants, parent-teacher organizations, and "other" (including teacher volunteers, fundraisers, private contributions, private foundations, county general fund, and private companies).

What instructional materials are used? As in 1987, the three most popular types of materials for teaching foreign language at the elementary level were 1) teacher-made materials (94%), 2) audiovisual materials (e.g., films, filmstrips, slides, videotapes, records, CDs, audiotapes) (94%), and 3) commercially published textbooks/workbooks (85%). All of these were used significantly more frequently at the elementary level than they were a decade ago. In addition, literature and materials from the target culture were used by about seven in ten elementary schools with a foreign language program in 1997. Computer-based instructional materials were used by a significantly greater percentage of elementary schools in the 1997 survey (41% in 1997, 14% in 1987).

What happens to these students when they leave elementary school? Sequencing (articulation) of foreign language instruction from elementary to secondary levels was still a major issue in 1997. Forty-five percent (45%) of elementary school respondents (up from 39% in 1987) indicated that their districts did not plan an articulated sequence for students who studied foreign language in the elementary school. They either offered no continuation in the language at all, placed students in exploratory language classes, or placed students in Level I language classes along with students who had no prior knowledge of the language.

Some districts, however, were planning ahead for smooth articulation. Twenty-four percent (24%) noted that students entered foreign language classes that were specifically designed to provide continuity from their prior level in elementary school; 11% said that students were placed in existing, more advanced classes, but these classes were not necessarily designed to reflect students' prior language level; and 5% stated that students who had studied foreign language in elementary school could enroll in some subject matter courses taught in the foreign language.

Who are the teachers and what is their training? Nearly half (46%) of the responding elementary schools reported that one or more of their foreign language teachers were native speakers of the language being taught (44% public, 48% private).

Lack of appropriate teacher certification is most evident when elementary language teachers are compared to their secondary school counterparts. Eighty-two percent (82%) of the responding secondary schools said that their foreign language teachers were certified to teach foreign languages at the secondary level, while only 19% of the responding elementary schools reported that their teachers were certified for foreign language teaching at the elementary level. These results reflect the lack of available teacher training and certification programs geared toward the elementary foreign language teacher. Furthermore, many states do not yet require licensure or endorsement for elementary school foreign language teachers. Due to changes in question format and wording, comparisons could not be made between 1987 and 1997 responses to this question.

Staff development and in-service teacher training increased significantly over the decade. In 1997 over two-thirds (67%) of elementary schools that offered foreign language classes reported that their language teachers had participated in staff development or in-service training during the previous year, compared to only half (53%) in 1987. Over half (54%) of the elementary school respondents who provided information about the type of training said that teachers at their school had attended workshops during the last year (related to language teaching or to more general classroom teaching); more than four out of ten schools (41%) reported that their foreign language teachers had attended local, regional, state, or national conferences/language conferences during the same time period; and 14% of elementary schools reported that their foreign language teachers had observed master teachers or other teachers as a mode of training. Some of these respondents specifically indicated observing master or mentor teachers, while others mentioned visiting classrooms of teachers at other schools, observing teachers in their school, or acting as peer teachers. (Respondents to this question selected all activities their teachers participated in, so percentages total more than 100.)

How is students' language assessed? Respondents from elementary schools indicated a wide range of strategies for assessing students' language proficiency. Seventy-seven percent (77%) said students took selected-response tests (e.g., multiple choice, matching), 71% used short-answer tests, 70% had students prepare presentations or demonstrations, 69% noted that students engaged in authentic activities, 67% used oral proficiency interviews, 58% used translation exercises, 47% used student portfolios, and 31% relied on student self-assessments.

A number of respondents mentioned using a variety of other strategies for assessing students' language proficiency, such as memory/recitation, informal assessment (e.g., teacher observation, anecdotal notes), and what one respondent called "receptive and productive assessment." Several other respondents listed various specific formal assessments, such as the Spanish Assessment of Basic Education (SABE), the Language Assessment Scales (LAS) Test, and the National Latin Exam. Others stated that there was no assessment in place in their schools, while one noted that assessment instruments were being developed together with a new language program.

Are schools aware of national and/ or state language standards? Thirty-seven percent (37%) of elementary school respondents indicated that teachers in their schools were aware of the national *Standards for Foreign Language Learning* and/or state standards. Many more respondents from public schools (45%) indicated teacher awareness than those from private schools (26%).

Thirty-seven percent (37%) of elementary school respondents indicated that teachers in their schools were aware of the national *Standards for Foreign Language Learning* and/or state standards.

Over half of the elementary school respondents (57%) who said that their teachers were aware of the standards noted that their schools' foreign language curricula had changed because of their awareness of the standards. Differences between public and private schools were relatively minor (58% and 54%, respectively). Among public schools, however, a considerably higher percentage of urban schools (78%) indicated curricular change than did rural (53%) or suburban (50%) schools.

It is critical that instruction continue in a variety of languages at the elementary level.

Conclusion. The profile of foreign language instruction in the United States revealed by the survey shows that the amount of foreign language instruction increased by nearly 10% at the elementary school level over the last decade and has stayed relatively constant at the secondary level during the same period of time. More than half of the elementary schools not currently teaching languages were interested in doing so in the future.

A number of positive trends are evident from the survey results: 1) language classes for native speakers increased dramatically, especially Spanish for Spanish speakers; 2) the number of elementary schools teaching one less commonly taught language—Japanese—increased; 3) computer-based instructional materials were used by a significantly greater percentage of schools in 1997 than in 1987 (although we have no data on the effectiveness of technology in the language classroom); 4) staff development and in-service training increased significantly; and 5) over one third of the schools teaching foreign languages said that their teachers were aware of national and/or state language standards; of those, over half changed their curricula due to this awareness.

Despite these positive trends, there is still reason for concern about the limited number of K–12 long-sequence language programs that are designed to educate students linguistically and culturally to communicate successfully in the United States and abroad. Well-articulated elementary and secondary programs are still the exception rather than the rule, and intensive instruction that aims at a high level of proficiency, as outlined in the national standards document, is scarce.

Finally, although the increase in the percentage of schools offering Spanish is positive, it may be occurring at the expense of other languages. The proximity of the United States to Latin America and the growing number of native Spanish-speaking citizens have made Spanish the language of choice in this country. In other major world powers, however, languages such as French and German are accorded more importance for competition in the global economy. Therefore, it is critical that instruction continue in a variety of languages at the elementary level.

The survey results show us where our priorities have been in the last decade and where we need to go in the future. To develop standards-based, long-sequence language programs with high-level proficiency goals, we will need to focus our energies on improving and expanding teacher training opportunities, articulation planning, initiation of new K–12 programs, materials development, and the teaching of major world languages not commonly taught.

Note: *A final report of the findings will be available within the next year. Please check CAL's Website (www.cal.org) for information on the availability of the report. An executive summary of the report is currently accessible on the Website.*

References

American Council on the Teaching of Foreign Languages, American Association of Teachers of French, American Association of Teachers of German, American Association of Teachers of Spanish and Portuguese. (1996). *Standards for Foreign Language Learning: Preparing for the 21st Century.* Yonkers, NY: Author.

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Notes

1. This survey was funded by the U.S. Department of Education, Office of Postsecondary Education, International Research and Studies Program, under grant #P017A50054 to the Center for Applied Linguistics.

2. There are also a few references in this article to the secondary school survey. The total number of respondents to the secondary survey was 1,650 (a 59% response rate). The margin of sampling error for the results ranges from +/- 3.6% at the elementary level to +/- 3.06% at the secondary level.

3. The regional language organizations include the following states: *Northeast Conference on the Teaching of Foreign Languages (NEC)*—Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont; *Southern Conference on Language Teaching (SCOLT)*—Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Virginia, and West Virginia; *Southwest Conference on Language Teaching (SWCOLT)*—Arizona, Colorado, Nevada, New Mexico, Texas, and Utah; *Central States Conference on the Teaching of Foreign Languages (CSC)*—Arkansas, Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Tennessee, and Wisconsin; and the *Pacific Northwest Council for Languages (PNCFL)*—Alaska, California, Hawaii, Idaho, Montana, Oregon, Washington, and Wyoming. (Eight states are considered part of more than one region. For the purpose of this survey, however, they were included in only one region.)

4. The estimates for elementary student enrollment were obtained by using the following method: The mean number of students enrolled in foreign language in each elementary school (214.4) was multiplied by the total number of weighted respondents (schools that taught foreign language) (473) to obtain the approximate total number of students (101,411) enrolled in foreign language classes in our sample. The total number of students (101,411) was then multiplied by 42.02 to obtain 4,261,290, the total number of students enrolled in foreign language classes in U.S. elementary schools. [The number 42.02 was obtained by dividing the total unweighted number of elementary survey respondents (1,534) by the total number of elementary schools in the country (64,500), which results in 2.38%. Therefore, the data we have from this survey represents 2.38% of all elementary schools. In order to find out what the results would be for 100% of U.S. elementary schools, we divided 100 by 2.38. The result, 42.02, is the number by which this sample must be multiplied in order to obtain the total number of elementary school students nationally studying foreign languages.]

5. No statistical significance tests were computed on program types because the base (total) change in number of program types reported was so high that it would be difficult to compare without variances.

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Martie Semmer Receives Teacher of the Year Award from Disney

Congratulations to NNELL member Martie Semmer upon receiving the Teacher of the Year Award from the Walt Disney Company!

Martie Semmer has taught foreign language in the Summit (Colorado) School District for 19 years. In 1995 she won an American Council on the Teaching of Foreign Languages National Textbook Company Award for building community interest in foreign language education. Also in 1995 she received the Governor's Award for Excellence in Education.

> All children capable of learning one language are capable of learning another language if afforded the necessary amount of time!

Semmer believes that every elementary school child should have a chance to study foreign language. She has worked passionately to inform the public that "all children capable of learning one language are capable of learning another language if afforded the necessary amount of time!" In addition, she feels that the public needs to perceive foreign language as an integral part of the elementary curriculum—not a "fluff" or "add-on" subject. Her ability to connect foreign language with classes like math, science, and social studies, and to use Spanish to help students learn and reinforce concepts, has enabled her to establish a language program that serves as a model for other Colorado school districts. She is quick to point out that educational reform is far from complete without the inclusion of foreign language at the K–12 level.

This year she was one of 36 teachers selected from across the nation (in 12 educational areas) to be honored on the annual telecast of "The American Teacher Awards." The three finalists in foreign language are:

- Celine Robertson, Lincoln High/Park Middle School, Lincoln, Nebraska
- Scott Wells, Jackie Robinson Academy, Long Beach, California
- Martha Singer Semmer, Frisco, Breckenridge & Summit Cove Elementary Schools, Frisco, Colorado.

As one of the three finalists for the award presented by Disney, Semmer will receive $2,500. She plans to use her money to attend the American Association of Teachers of Spanish and Portuguese conference in Madrid this summer.

A film crew taped a video profile of Semmer's teaching, an interview with her, and interviews with students in her classes, parents, and other teachers. "The Walt Disney Company Presents The American Teacher Awards" will honor the 36 teachers, who will then select the "Outstanding Teacher of 1998." Winners from the 12 educational areas will also be announced during the award show, scheduled to air the first time on June 20 on the Disney Channel. If Semmer is chosen Outstanding Teacher of 1998, she will receive $25,000, and the school district and three schools where she teaches will also receive a cash award.

When her kindergarten student, Jake Bauns, was asked why people should study a foreign language, he explained that when you travel to another country the people will understand you. What does he like about Spanish? "Mostly the teacher. Of all the schools I've been to, she's the best teacher," he said without hesitation.

Steve Feld, President of *Imagine That,* has been involved with the teacher awards for 10 years, and has profiled approximately 80 teachers. He considered the language skills of Semmer's students, and her energy, perseverance, commitment, and dedication to be impressive. Also, he noted that it is not easy to teach at and travel to three schools.

> *Local, state, national, and international communities can no longer tolerate the arrogance and misunderstandings that being monolingual breeds. It is essential that children learn more than one language in our schools; it is essential that they learn to value diverse languages and cultures.*
>
> —*Martie Semmer*

Semmer developed Summit County's elementary Spanish program in 1993 and has worked tirelessly in support of early language learning. Her students have benefited greatly, and her work has led to the establishment of one of the first kindergarten through fifth grade foreign language programs in the state of Colorado.

Congratulations on your selection as a finalist, good luck in the finals, and thank you, Martie Semmer, for your outstanding contributions to early foreign language learning.

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Developing the Language of Mathematics in Partial-Immersion: The Ladder to Success

Regla Armengol
Spanish Immersion Teacher
Bailey's Elementary School for the Arts and Sciences
Fairfax County Public Schools, Virginia

Ingrid C. Badía
Spanish Immersion Teacher
Lake Anne Elementary School
Fairfax County Public Schools, Virginia

Kendra proudly stands in front of the class calendar. She has successfully answered a problem-solving question: "What is the date of the last Tuesday in October?" But, now comes the hard part: "Kendra, how did you solve the problem?" Her eyes dart from the teacher's face to the calendar. Obviously, the wheels are turning as she works to understand her thinking processes. She is putting the pieces together and it takes time and concentration. Then she explains: "I know that October has thirty-one days, so the last Tuesday must be here. I started at 31 and counted backwards." (Note: *This classroom exchange took place in Spanish.*)

Kendra is seven years old. This is only her second year in our Spanish partial-immersion program, and already she has succeeded in doing what truly makes a person bilingual: she can think in the target language, and she can explain her thinking to herself and to others. This type of language development does not happen overnight, nor can it be found when teaching is haphazard. It results from the implementation of cohesive teaching strategies and a daily process of hard work.

> . . . she can think in the target language, and she can explain her thinking to herself and to others.

Mathematics problem solving is an important challenge faced by those of us who teach a foreign language through a content area because it requires the simultaneous development of cognitive academic language and higher order thinking skills. Yet, problem solving is at the crux of mathematics education today. If we are to meet our goals of successfully teaching both content and language, we must address the problem-solving challenge.

Our classroom research and experience demonstrate that we can make significant progress toward meeting these goals by integrating language and problem solving in a systematic, step-by-step approach. As each step builds on previous ones, students reach higher levels of achievement simultaneously in both language and problem solving, thus "climbing a ladder" toward mastery of these instructional objectives (see Fig. 1).

The teacher builds the ladder with appropriate language and problem-solving activities, achieving synergy between the two. The teacher also ensures that higher rungs of the ladder incorporate increasingly complex language and problem-solving activities. As students climb the ladder, they achieve proficiency in both the target language and problem-solving skills.

Establishing the Foundation

To build the ladder, the teacher must provide students with the necessary language foundation to understand the language in word problems and to be able to use the target language as a vehicle for meaningful daily communication in the classroom. To help in this process, the teacher models the language used in solving word problems in written form and then provides students with many opportunities for guided practice with word problems.

Building this language and problem-solving ladder also requires students to learn a step-by-step format to solve mathematical problems. Not only do students need to understand the language of the problem, but the problem-solving strategies as well. As students climb the ladder, they need to be able to verbalize the steps they used to solve the mathematical problems.

Teaching activities used while the students' achievement is at or near the bottom of the ladder focus on already established classroom routines. An example of such an activity is calendar talk, which introduces the language of mathematics problem solving and metacognition. This activity uses phrases of language, repetition, and explicit instruction of language forms to build a secure foundation for communication.

Using Calendar and Graphing Activities

Using a calendar of the current month (see Fig. 2), the teacher asks calendar questions, such as, *¿Cuál es la fecha del tercer miércoles en diciembre?* (What is the date of the third Wednesday in December?) The student answers correctly and then the teacher asks, *¿Cómo resolviste el problema?* (How did you solve the problem?) If the student answers in English, the teacher models the answer in the target language and writes the phrase on a sentence strip that goes on the board. On subsequent days, other solutions are modeled and added to the collection of sentences on the board. Before long, a repertoire of target language sentences is readily available for the students to express their solution strategies.

Building on the first level of explicit language instruction, graphing activi-

Figure 1. Building the Ladder

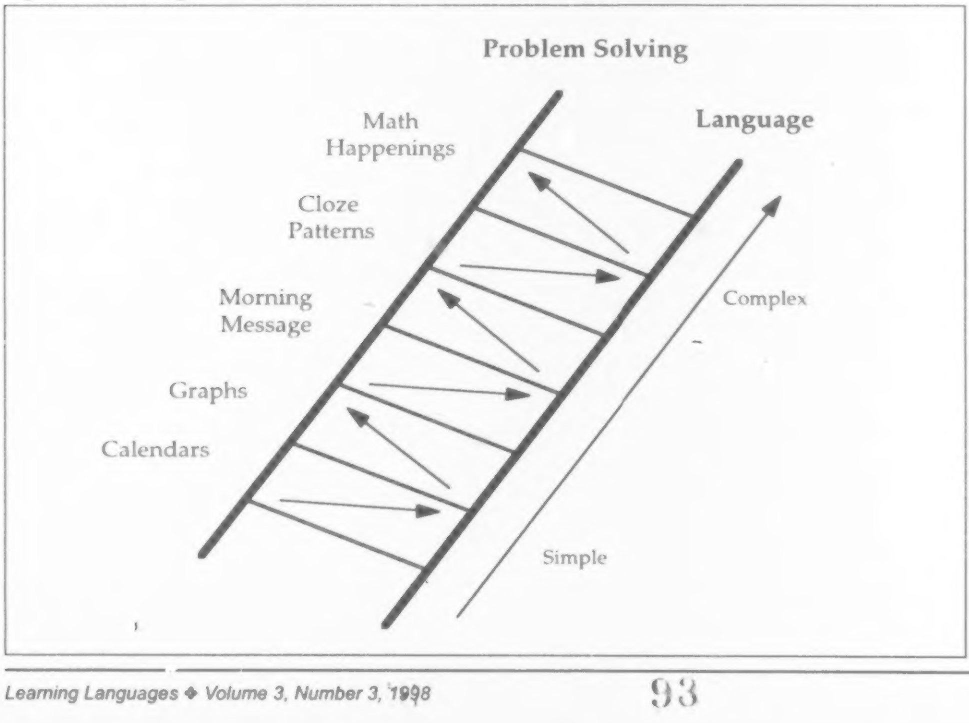


Figure 2. Calendar Activity

El Calendario

lunes	martes	miércoles	jueves	viernes	sábado	domingo
					1	2
3	4	5	6	7	8	

ties require more complex language constructs to describe comparisons and analyses. After a class graph has been completed, the teacher leads the class through a group lesson in which she asks, *¿Qué nos dice esta gráfica?* (What does this graph tell us?) Students respond either in English or in the target language. The teacher records their responses on chart paper, thus modeling the written target language; for example, *Hay 22 alumnos en total. Hay 5 niños más que niñas.* (There are 22 students in all. There are 5 more boys than girls.) Before long, students are able to analyze the data independently in both verbal and written forms of the target language.

Incorporating Mathematics into the Morning Message

Another activity that integrates the target language with math problem-solving skills is a morning message. A morning message can be used to teach a variety of written structures, and it provides a natural opportunity for teachers to guide their students toward understanding more complex language structures and mathematical concepts. This message is part of a daily routine in which the language is modeled in written and verbal forms for the entire class. Math word problems that relate to classroom experiences become part of our morning message. For example, during our science unit on crickets, a word problem we used was *Habían siete grillos en la jaula. Dos se escaparon. ¿Cuántos quedan?* (There were seven crickets in the cage. Two escaped. How many are left?)

The morning message activity provides students with multiple opportunities to practice the language in conjunction with mathematical problem-solving skills. At every opportunity, the teacher asks *Cómo resolviste el problema*? (How did you solve the problem?) The students thus establish a connection between the language learned and the mathematical problem being addressed. To assist in this process, the teacher provides the students with language support through the use of familiar language phrases that relate to the current unit of study.

The activities described above are intended to build a foundation in both verbal and written language. Once the foundation is built, students are ready to increase their writing activities in the target language and to solve their own word problems.

Using Cloze Patterns

Cloze pattern word problems allow students to practice the writing of word problems. The following example shows how a cloze pattern can be used in the classroom.

After a visit to the zoo, the students generated a visual listing of all the animals they saw at the zoo. Then as a class they practiced writing a word problem, such as the exercise in Figure 3. As a class, students filled in the cloze pattern using the visual list and then solved the word problem together. Each student was then given the opportunity to write a word problem using the cloze pattern and to solve it with a partner. As part of the concluding activities, the students took turns reading their word problems to the class and having the group solve them.

Cloze pattern word problems provide strong exposure to language structure while relating the language to math problems. Once students are familiar with these highly structured problems, they are ready to experience and solve less-structured problems. To prepare students for less-structured problems, the teacher can expand students' mathematical problem-solving skills by teaching them a plan to solve word problems as well as to use solution strategies.

Solving Word Problems

The first step in solving a math word problem requires that students understand the question of the problem. In a partial-immersion classroom, it is important that the word problems presented to the students contain familiar language. Using familiar language makes it easier to understand what is happening in the word problem and to identify the key information needed to solve the problem.

Students must be able to explain the problem in their own words as well as to restate the question they need to answer. In a partial-immersion classroom, the word problem should first be discussed as a class. Then the students may be paired and asked to take turns reading the problem and explaining it in their own words before trying to solve it.

Students must be able to explain the problem in their own words as well as to restate the question they need to answer.

After students demonstrate understanding of the question, they need to learn tools that they can use to solve the problem. These tools are in the

Figure 3. Cloze Exercise

En el zoológico yo vi ______________ ______________
(número) (animal)

y ______________ ______________.
(número) (animal)

¿Cuántos animales vi en total?

(At the zoo I saw ______________ ______________
(number) (animal)

and ______________ ______________.
(number) (animal)

How many animals did I see in all?)

form of solution strategies, which the students will learn to recognize and use appropriately. Solution strategies may include creating a table, drawing a picture, looking for a pattern, using logical reasoning, using manipulatives, making a list, and working backwards. These solution strategies are explicitly taught to the students. The teacher focuses on one solution strategy at a time and models how and when to use that strategy. After the students have had many opportunities to practice all the solution strategies, they will have important tools to help them choose the appropriate solution strategy to solve word problems.

Using the Language of Metacognition

Students must not only learn to choose solution strategies to solve word problems, they must also learn to record and verbalize how they used the strategies to solve their problem. It is important for students to become adept at the language of metacognition to express their thinking processes thoroughly in the target language. This skill is particularly emphasized in the partial-immersion classroom. When students can demonstrate their thinking in the target language, they are near the top of the ladder.

When students can demonstrate their thinking in the target language, they are near the top of the ladder.

A template to record the student's thinking process and an example of one student's use of it are shown in Figure 4. This template includes sections for writing the word problem, identifying the strategy used, depicting the work, writing the solution, and explaining the answer. When students use the template, they express the problem and solution in the target language, thus reinforcing the integration of language and content.

Finding Math Happenings in Everyday Life

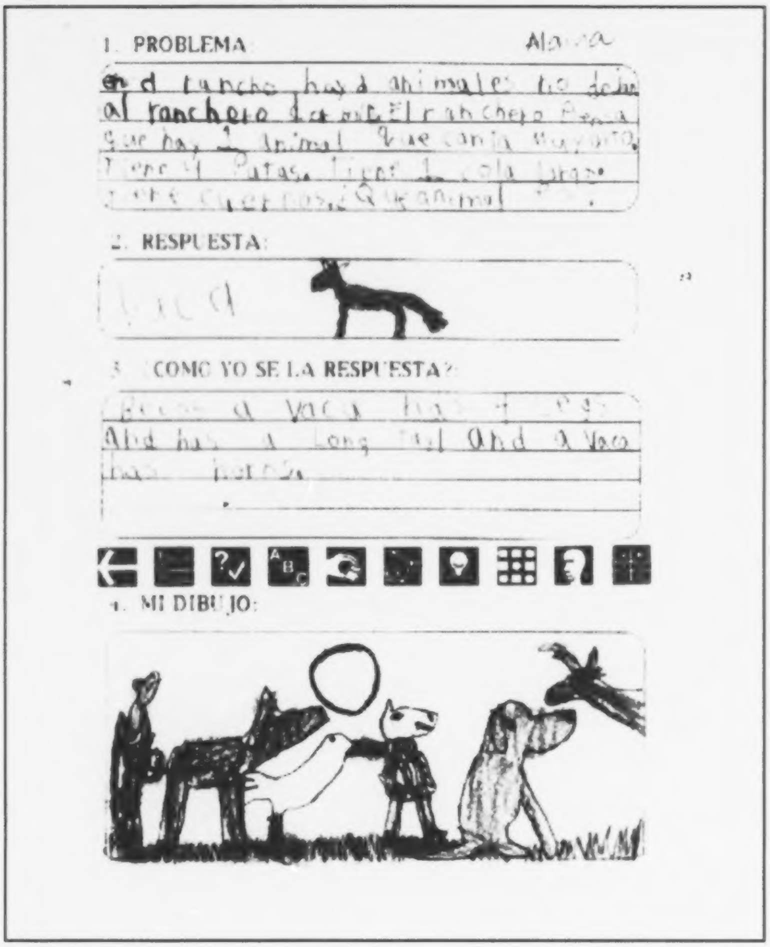
In order for students to reach the top of the problem-solving and language ladder, they are encouraged to begin to create independently their own word problems in the target language. Students should move away from structured word problems and find examples of how "math happens" in everyday life. Students begin to be more creative and are prepared for more open-ended word problems. As they write their own word problems, students must include the necessary information to solve the problem, identify the most appropriate solution strategies, and explain their thinking processes.

A student's self-generated word problem and its solution are exemplified in Figure 5. The student is a second grader who demonstrates successful integration of the target language and problem-solving skills. The translation of what she writes is: I have homework every Tuesday and Thursday. How much homework do I have in a month? In six months? In a year? The example shows that the student writes about math that is meaningful to her, uses the solution strategy of making a table to solve her word problem, and clearly states how she arrived at a solution. This is a student who has climbed successfully to the top of the ladder.

Conclusion

Fairfax County Public Schools chose mathematics as a vehicle for teaching and learning the target language because of its hands-on nature. What was discovered is that the development of higher level math problem solving and sophisticated target language acquisition should occur simultaneously for children to progress up the ladder of learning for each subject. Neither of these aspects can be neglected. The successful teacher must draw in and integrate all threads of the curriculum to make the learning whole and real-life. A systematic and comprehensive approach results in the synergistic development of math problem-solving skills and second-language acquisition.

Figure 4. Problem-Solving Template



1. PROBLEMA: Alana

en el rancho hay 8 animales [illegible] al ranchero [illegible]. El ranchero [illegible] que hay 1 animal que [illegible], tiene 4 patas, tiene 1 cola larga, tiene cuernos. ¿Que animal [illegible]?

2. RESPUESTA:

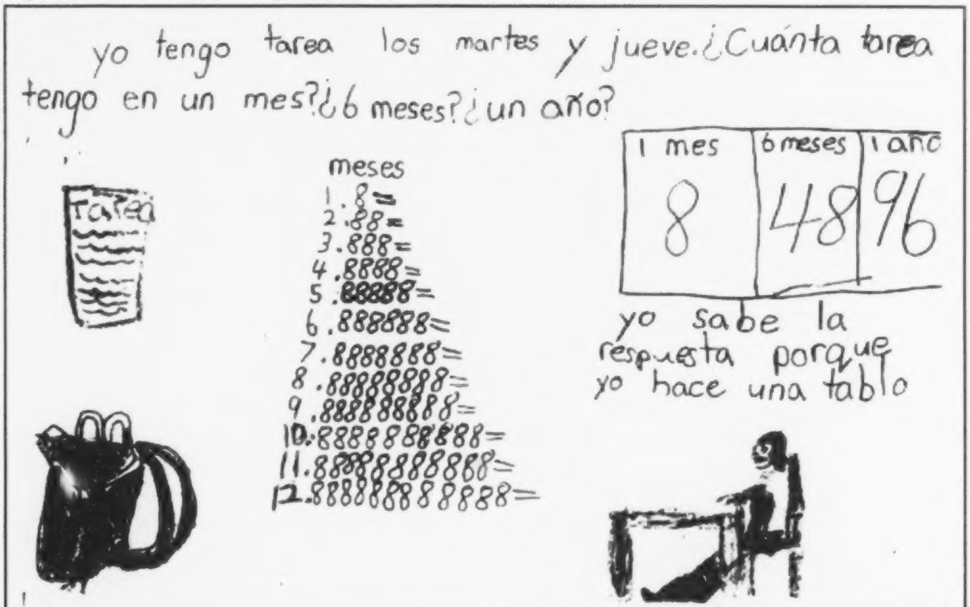
Vaca

3. ¿COMO YO SE LA RESPUESTA?

Because a vaca has 4 legs And has a long tail And a vaca has horns.

4. MI DIBUJO:

Figure 5. Math Happening: Student-Generated Problem



yo tengo tarea los martes y jueve. ¿Cuánta tarea tengo en un mes? ¿6 meses? ¿un año?

meses
1. 8=
2. 88=
3. 888=
4. 8888=
5. 88888=
6. 888888=
7. 8888888=
8. 88888888=
9. 888888888=
10. 8888888888=
11. 88888888888=
12. 888888888888=

1 mes	6 meses	1 año
8	48	96

yo sabe la respuesta porque yo hace una tablo

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Summer 1998 Courses and Workshops

June 14–July 10, 1998
Methods for Elementary and Middle School Foreign Languages, Concordia College, Moorhead, MN. Carol Ann Pesola Dahlberg, Old Main 109B, Concordia College, Moorhead, MN 56562; 218-299-4511; Fax: 218-299-4454; E-mail: cadahlbe@cord.edu.

June 22–28, 1998
Performance Assessment Institute, Iowa State University, Ames, IA. Marcia H. Rosenbusch, National K–12 Foreign Language Resource Center, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

June 23–28, 1998
The National FLES* Institute, University of Maryland, Baltimore County, MD. Gladys Lipton, Director, Department of Modern Languages, 1000 Hilltop Circle, Baltimore, MD 21250; 301-231-0824; Fax: 301-230-2652; E-mail: lipton@umbc2.umbc.edu.

June 27, 29, 30–July 1, 2, 3, 6, 7, 8, 1998
Teaching Foreign Languages to Young Students (K–8 Methods Course), Teachers College, Columbia University, New York, NY. Mari Haas, Teachers College, Box 201, 525 West 120th St., New York, NY 10027; 212-678-3817; Fax: 212-678-3085; E-mail: mbh14@columbia.edu.

July 22–August 1, 1998
Teacher Educator Partnership Institute, Iowa State University, Ames, IA. Marcia H. Rosenbusch, National K–12 Foreign Language Resource Center, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

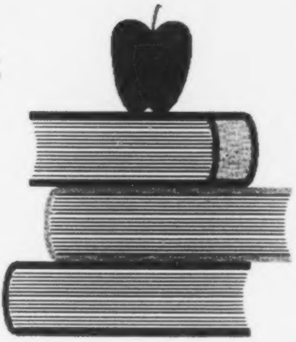
July 23–24, 1998
Building Fluency Communicatively through TPR Storytelling (K–12); TPRS Network and Workshops, 1642 W. Butler Dr., Chandler, AZ 85224; 800-877-4738; Fax: 602-963-3463; E-mail: tprisfun@aol.com; www.tprstorytelling.com.

August 7–15, 1998
New Technologies in the Foreign Language Classroom Institute, Iowa State University, Ames, IA. Marcia H. Rosenbusch, National K–12 Foreign Language Resource Center, N157 Lagomarcino Hall, Iowa State University, Ames, IA 50011; 515-294-6699; Fax: 515-294-2776; E-mail: nflrc@iastate.edu.

Fall 1998 Conferences

November 20–22, 1998
American Council on the Teaching of Foreign Languages; Chicago, IL. ACTFL, 6 Executive Plaza; Yonkers, NY 10701-6801; 914-963-8830; Fax: 914-963-1275; E-mail: actflhq@aol.com.

Classroom Resources



French, Spanish, German, and Italian

Muzzy. (N.D.). London: British Broadcasting Corporation.

Available from Early Advantage, PO Box 320368, Fairfield, CT 06432; 888-327-5923. Each double case contains two videocassettes in the foreign language and two videocassettes in English, two audiocassettes in the foreign language, a multilingual video script book, video vocabulary builder, a parents' instructional guide, and an interactive CD-ROM. Cost of the set is $169.00 or monthly installments of $33.80.

Muzzy is an appealing animated video for learning languages that is available in French, Spanish, German, and Italian. The principal characters, the king, the queen, the princess, the gardener who loves her, the wicked prime minister, and the alien creature, Muzzy, are involved in a series of adventures that grow into a story that quickly captures and holds students' attention. The story begins by introducing the characters and their personalities, sets-up the antagonism between the gardener and the prime minister over the princess, and ends with the wedding of the princess and the gardener. The ensuing episodes present many topics including food, family, clothing, time, daily activities, and days of the week. The engaging voices (Muzzy's voice is deep and gruff, the princess's is sugary sweet) tempt the students to imitate the phrases of language in character. Weeks after watching the video you may hear students saying, "Muzzy is BIG!", in the target language, imitating Muzzy's voice.

The lessons start simply and progress to more complicated language that is artfully spiraled throughout several lessons, letting students hear it used in different situations. All of the language is presented in context so that students can easily understand the story. Mini-lessons that reinforce the vocabulary and grammar (such as numbers, adjectives, expressions, and superlatives) appear throughout the lessons and are illustrated by quick vignettes that flow in and out of the story. The storyline is inventive and humorous enough for students to watch many times. The melodic songs stay in the students' minds.

The melodic songs stay in the students' minds.

There are six lessons on the two videos and the set also comes with audiotapes of the soundtrack, a vocabulary builder video, a video script book, an activity book for children, and an interactive CD-ROM in all four languages. Once students are familiar with the story, the tapes could be used for cloze activities or students could listen to the story in a listening center or when they have finished an activity the class is working on. (The script book will be useful for the teacher to create cloze activities.)

The vocabulary builder video, although a bit dry compared to the story videos, presents the illustrated vocabulary words and their pronunciation and could be used for review. The activity book is a full-color cartoon of the characters that lets the students fill in the missing vocabulary and phrases from the script as well as complete new activities that use and expand on the language from the lessons.

Since the videos are reproduced in many languages, the story does not include cultural concepts. It lends itself, though, to subsequent cultural activities, such as learning about royal families from the target culture (a lesson on the recent wedding of the Spanish princess would nicely complement this story for Spanish classes) or investigating famous palace gardens, such as those found in a target country, for example, the Garden of Versailles in France.

Using these videos is an enjoyable way to reinforce previously learned language, to introduce new vocabulary and structures, or simply to provide a rich listening experience for students. The videos, which are sure to engage the students, are also a good activity, for a substitute teacher to use. It has been our experience that young students as well as middle school students love to watch the videos and, in the process, they are not even aware of how much language they are learning.

— Review by Myriam Chapman, Bank Street School for Children, New York, N.Y., and Mari Haas, Teachers College, Columbia University, New York, N.Y.

French

Therrien, L. (1990). *La musique folklorique* [video] and

Therrien, L. (1997). *Carnavals, fêtes & festivals* [video].

Both are available through French American Music Enterprises, PO Box 4721, Portsmouth, NH 03802. E-mail: lt@star.net; Website: www.star.net/People/~lt. Cost: $29.95, plus $4.50 shipping and handling. All orders must be prepaid via mail. A Curriculum Guide is available for an additional $8.95.

The first video, *La musique folklorique*, covers a wide range of folk music from France and North America. The singer, Lucie Therrien, sings and accompanies herself on the guitar or at the piano in some familiar songs (*Frere Jacques, Chevalier de la table ronde, Plaisir d'amour*) and many less familiar songs. Many of the selections are Canadian (*Un Canadien errant, A la claire fontaine*), others were written by Therrien herself (*Rigodon su'l même ton, Du Quebec aux Etats*). Therrien places each song in its historical context and shows how French folk songs were adapted and transformed by Canadians to reflect their new situation in North America.

Du Quebec aux Etats is a lively, lilting song about French Canadians migrating to New England to work in the mills. It is full of the optimism and energy of these migrant workers. Therrien's father, a French-Canadian from Québec, is enlisted to play his fiddle in a Festival Reel. Therrien herself plays the wooden spoons in a song that pays homage to her father. Throughout the video, Therrien sings in a clear, unaffected, pleasant voice and her presentation is low key and appealing. Teachers can use this 45-minute video to teach songs and to help students develop an appreciation for folk music beyond the usual *Sur le pont d'Avignon*. Words to the songs are included in the package.

Carnavals, Fêtes & Festivals is a tour in song of the Francophone world through its many festivals. It starts with a Cajun *Mardi Gras* in Louisiana and proceeds to Martinique's Creole *Mardi Gras*. The *Carnaval de Quebec* is a stunning contrast to the earlier warm weather celebrations. Some of the celebrations are familiar (*Mardi Gras, La mi-Careme*), others are interesting and unfamiliar (the Maple Sugar Festival in Quebec, *La Saint-Jean*, Corn Husking in Edmonton).

Therrien's commentaries are always interesting and provide hard-to-get information about the festivals and the songs that are a part of the celebrations. She encourages her viewers to sing traditional and modern songs along with her. Once again, her approach is low key and pleasant. This video has an agreeable homemade quality that makes one feel as if one were being taken on a world tour by a good friend. It is an especially good introduction to the Francophone world for young viewers.

Spanish

Wittels, H. & Greisman, J. (1996). *Libro de sinónimos y antónimos*: Spanish Thesaurus for Children. Hauppauge, NY: Barron's Educational Series.

Available through Edumate, 2231 Morena Blvd., San Diego, CA 92110; 619-275-7117; Fax: 619-275-7120. Cost is $6.95.

This wonderful resource book, for students who are writing creatively in Spanish, is easy to read and includes clear, black-and-white line illustrations for three words on each page. The thesaurus includes almost 2000 words. Each listing has the main word in bold followed by two to five synonyms. The synonyms are ordered from easier to more difficult words. If the word can be used in more than one way, such as *asistir*, the synonyms are numbered ***(asistir*** 1. *ayudar, socorrer* 2. *concurrir, ir)*. Antonyms for the main word are written in capital letters at the end of the entry; for example ***joven*** 1. *adolescente, mozo* 2. *reciente, nuevo, actual* VIEJO.

Since the book does not include sentences with each word used in context, students will, at times, need to make decisions about which word to use, or may need to check with the teacher. Before giving the thesaurus to students, the teacher might present a lesson on strategies for using a thesaurus. The thesaurus will help students expand and enrich their vocabularies. It will allow them to make choices in the words they use in their writing and help them become more independent in learning vocabulary.

German

Zeiher, C., & Bertelsons, R. (1995). *Mach mit!* Recanati, Italy: European Language Institute.

Available from Midwest European Publications School Division, 915 Foster St., Evanston, IL 60201; 847-866-6262; Fax: 800-380-8919; E-mail: info@mep-eli.com; Website: www.mep-eli.com. Cost for the three student books and the three teacher books is $11.95 each; cost for the three audiocassettes is $12.95 each (one for each of the three levels).

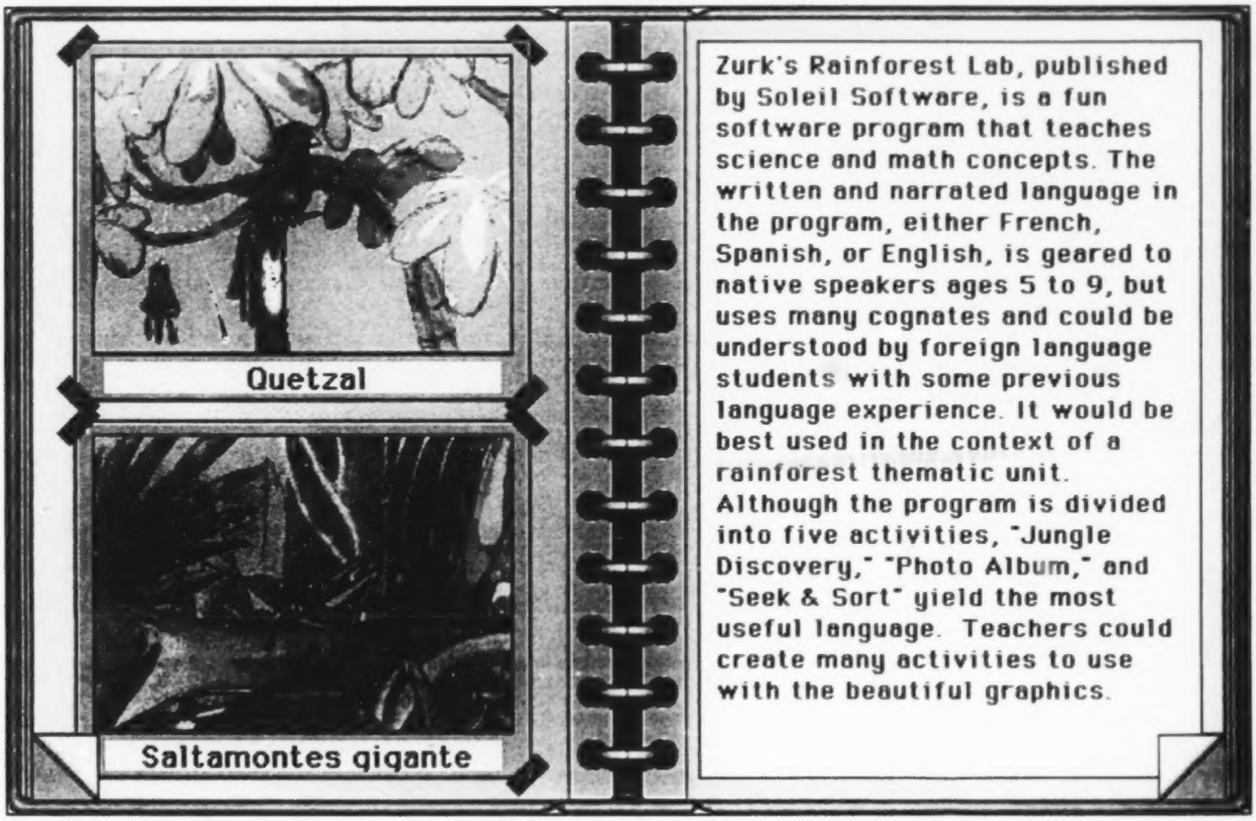
Mach mit! is an exciting German language program for upper elementary and middle school introductory courses. The program is organized into three levels of instruction and includes one student book, an accompanying teacher edition, and an audiocassette for each of the three levels. A comic strip introduces the new vocabulary words in each of the 12 units in the student books. Typical German songs, games, rhymes, and arts and crafts are included in the units for practice and review of the vocabulary. A helpful feature is the review of the preceding chapters that is included after units six and twelve in each of the books. Other welcome features are the colorful and lively illustrations found throughout the three books. The teacher editions define the objectives, structures, activities, and procedures of each unit and suggest activities teachers can use to develop student skills in writing, reading, listening, and speaking. *Mach mit!* is a wonderful way to teach the German language through comics, songs, games, and other interesting and enjoyable activities. A Spanish translation of this series, entitled *Bienvenidos*, and an Italian translation, *Evviva*, are also available from the publisher.

Software Review

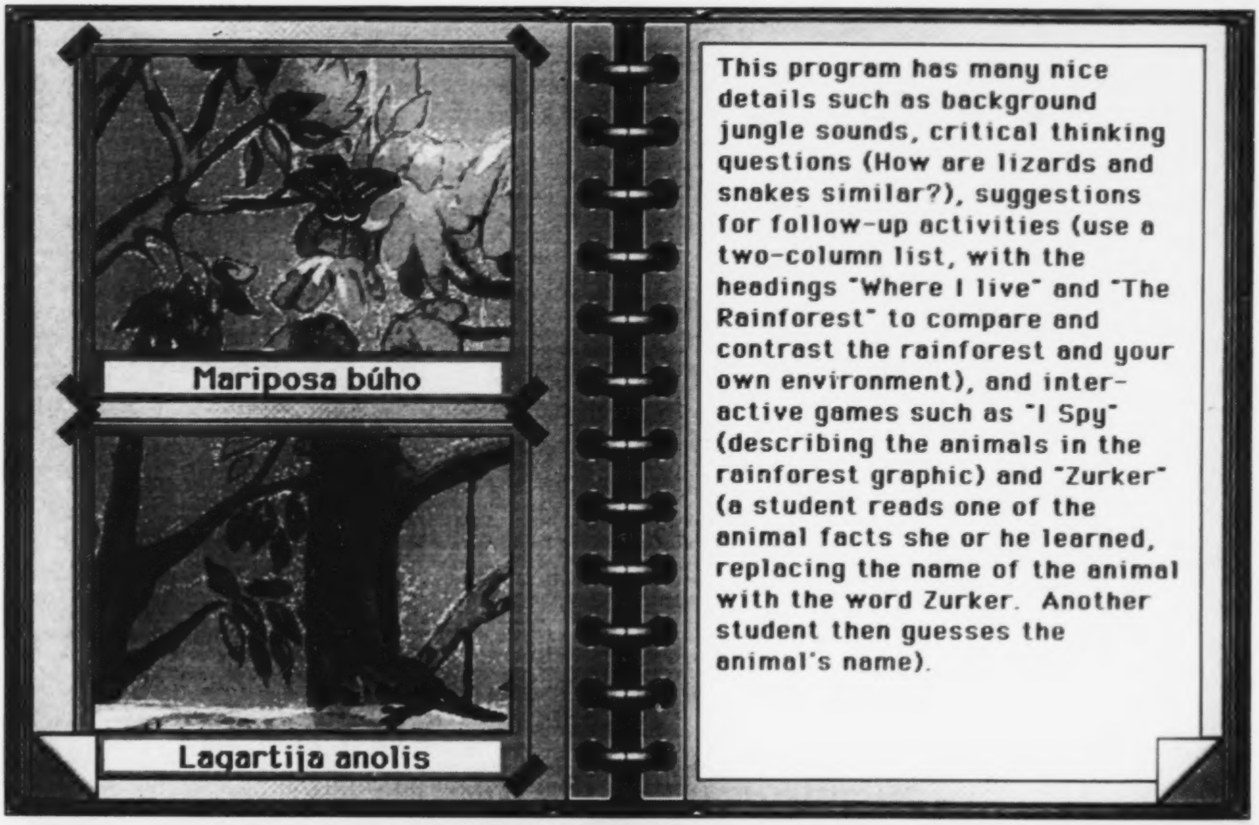
Christiani, B., Pasturel, R., & Edwards, D. (1996). *Zurk's rainforest lab.* Palo Alto, CA: Soleil.

Available from Soleil, 3853 Grove Ct., Palo Alto, CA 94303; 800-501-0110; Fax: 650-493-6416; E-mail: soleil@soleil.com; Website: http://www.soleil.com. Cost for a Mac and PC compatible CD-ROM with English, Spanish, and French languages and a teacher's guide is $44.95; a lab pack of 5 CD-ROMs and the teacher's guide is $124.95. Also available for German, English, and French languages on one CD-ROM, or Japanese alone, each for $49.95 and $129.95 for the lab pack.

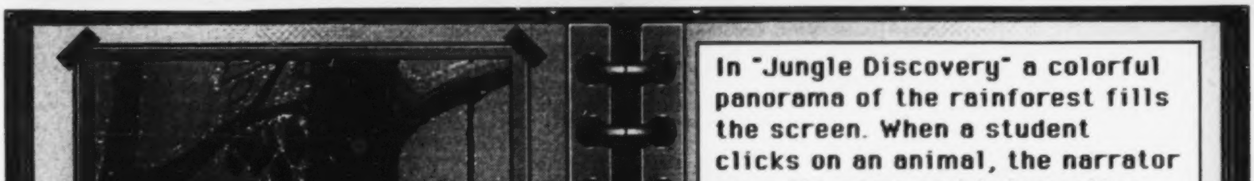
Note: *The review of Zurk's Rainforest Lab was prepared by Mari Haas and Myriam Chapman and is included below in the "photo album" that comes with the software program. Images used with permission of the publisher.*



Zurk's Rainforest Lab, published by Soleil Software, is a fun software program that teaches science and math concepts. The written and narrated language in the program, either French, Spanish, or English, is geared to native speakers ages 5 to 9, but uses many cognates and could be understood by foreign language students with some previous language experience. It would be best used in the context of a rainforest thematic unit. Although the program is divided into five activities, "Jungle Discovery," "Photo Album," and "Seek & Sort" yield the most useful language. Teachers could create many activities to use with the beautiful graphics.



This program has many nice details such as background jungle sounds, critical thinking questions (How are lizards and snakes similar?), suggestions for follow-up activities (use a two-column list, with the headings "Where I live" and "The Rainforest" to compare and contrast the rainforest and your own environment), and interactive games such as "I Spy" (describing the animals in the rainforest graphic) and "Zurker" (a student reads one of the animal facts she or he learned, replacing the name of the animal with the word Zurker. Another student then guesses the animal's name).



In "Jungle Discovery" a colorful panorama of the rainforest fills the screen. When a student clicks on an animal, the narrator says its name and information about the animal magically appears on the screen. In "Photo Album" students can select the animal in the rainforest picture they would like to "photograph" and place it in their personal photo albums. By clicking on the written name they can hear it spoken. When they click on the animal, the written description appears again. A blank page next to the "photos" is ready for the students' own writing. The teacher can give guidelines for the writing tasks.

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VACANCY NOTICE: Cleveland Public Schools

The Foreign Languages Program, Cleveland Public Schools, is committed to increasing the access and opportunities of students to learn a second language. The District will hire additional middle school foreign language teachers to meet this commitment. The competency-based curriculum is designed around four strands of study: cultural knowledge; multidisciplinary connections, information and knowledge; insights into one language and culture; and participation in multilingual communities.

Positions: Middle School Foreign Language Teachers

Qualifications:

- Valid Ohio Certificate, K–12 or 7–12
- Validation in several languages preferred
- Successful completion of National Teachers Exam
- Willingness to spend additional time outside of the normal class time to meet the objectives of the program
- Demonstrated ability to work harmoniously with administrators, teachers, parents, and community members
- Knowledge of the middle school concept and related teaching strategies and assessment methods

Letter of Application:

No later than Friday, July 31, 1998, submit a letter of application and resume to Roberta Settles, Certificated Personnel, Cleveland Public Schools, 1380 East Sixth Street, Room 506, Cleveland, OH 44114. To the same address, send a copy of the same documents to Dr. R. Stroempl, Office of Foreign Languages, Room 235.

Learning about Weather through French Art: Assessing Student Performance

Peggy Boyles, Kathryn Esmay,
Joyce Illiff, Carol Ann Pesola Dahlberg, Lynn Thompson

This unit introduces middle school students to the topic of weather by using works of art from target cultures as the focus for descriptions and discussion. Prior to this culminating activity, students practiced using basic descriptions of weather and recognized the similarities and differences between English and French language constructions used to describe weather conditions. They also used designated symbols to indicate comprehension of a description of weather and practiced writing a description of weather seen in photographic slides of works of art. Using the internet or the daily newspaper, students gathered data about weather in French-speaking cities and practiced converting temperatures from Fahrenheit to Celsius. Students discussed appropriate clothing selection as they planned their itinerary to various French-speaking cities.

Objective:

Teacher (and peers) assess students as they describe a painting or other piece of art by a French-speaking artist, including a description of the weather depicted, what the people are wearing, and what they are doing.

Targeted Standards:

1.1 Interpersonal Communication. Students express their opinions in discussions of selected works of art.

1.2 Interpretive Communication. Students interpret spoken language in the discussions.

3.1 Making Connections. Students reinforce and further their knowledge of art through the foreign language.

Materials:

The teacher selects four French works of art that the class has not discussed.

Procedure:

Each day of the final week for this unit, the teacher selects one-fourth of the class to answer questions during a brief discussion about the work of art chosen for that day. Sample questions include the following:

- What colors do you see in this work?
- What weather is depicted?
- What do you think the temperature is?
- What are the people wearing?
- What are the people doing?
- Do you like this work? Why or why not?

Assessment:

Students not participating in the discussion assist the teacher in evaluating their peers' performance. Prior to this activity, the teacher can ask students to assist in developing a rubric with criteria for the assessment of this culminating activity. In this way the students themselves become more aware of what will be expected.

The teacher may choose to prepare a different assessment instrument for his/her own use.

Two Student Peer Assessment Instruments:

This student's name is: ______________________________

Circle one answer.

1.	Can describe the weather in this painting	Yes	Sort of	Not yet
2.	Can describe the clothing in this painting	Yes	Sort of	Not yet
3.	Can describe what the people are doing in this painting	Yes	Sort of	Not yet

O = Outstanding participation
S = Satisfactory participation
N = Needs to participate more

Student's Name	Student's score (Circle one)		
________________________	O	S	N
________________________	O	S	N
________________________	O	S	N

Two Teacher Assessment Instruments:

Student: ______________________________

Circle one for each item.

	Always	Sometimes	No Attempt
Description of Weather			
1. Vocabulary reflects the content of the work of art	2	1	0
2. Uses appropriate phrases or sentences	2	1	0
Description of Clothing			
3. Vocabulary reflects the content of the work of art	2	1	0
4. Uses appropriate phrases or sentences	2	1	0
Description of Activities			
5. Vocabulary reflects the content of the work of art	2	1	0
6. Uses appropriate phrases or sentences	2	1	0

Student: ______________________________

Checklist:

1.___ Correctly identifies selected objects appearing in the work of art.

2.___ Accurately describes the work of art, using appropriate phrases or sentences.

3.___ Accurately describes the weather depicted, using appropriate phrases or sentences.

4.___ Accurately describes what people are wearing, using appropriate phrases or sentences.

5.___ Accurately describes the activities taking place in the work of art, using appropriate phrases or sentences.

Adapted from *Practical assessment in K–8 language classes: Teacher-developed thematic lessons with integrated assessment.* Unpublished manuscript, 1996. Rhodes, N., Rosenbusch, M., & Thompson, L., Eds. Ames, IA and Washington, DC: Iowa State University National K–12 Foreign Language Resource Center and Center for Applied Linguistics.

National Network for Early Language Learning

Membership Renewal Notice

This is the last issue in your subscription to *Learning Languages* (all subscriptions run from September through May). Send your check and the form below for a 1998–99 membership in the National Network for Early Language Learning, which includes a subscription to *Learning Languages*. You will not receive the fall issue unless you renew. Renew today to ensure an uninterrupted subscription.

(Please feel free to make copies of this form to share with your colleagues.)

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Center for Applied Linguistics
Attn: Nancy Rhodes, Executive Secretary
1118 22nd St. N.W.
Washington, DC 20037

NNELL is an organization for educators involved in teaching foreign languages to children. The mission of the organization is to promote opportunities for all children to develop a high level of competence in at least one language in addition to their own. NNELL provides leadership, support, and service to those committed to early language learning and coordinates efforts to make language learning in programs of excellence a reality for all children.

NNELL works to accomplish this mission through activities that improve public awareness and support of early language learning. NNELL facilitates cooperation among organizations directly concerned with early language learning; facilitates communication among teachers, teacher educators, parents, program administrators, and policymakers; and disseminates information and guidelines to assist in developing programs of excellence.

NNELL holds its annual meeting at the fall conference of the American Council on the Teaching of Foreign Languages. Its officers are elected by members through a mail ballot election held annually in the spring.

NNELL is a member of JNCL-NCLIS (Joint National Committee for Languages/National Council for Languages and International Studies). Visit the NNELL website at: www.educ.iastate.edu/currinst/nflrc/nnell/nnell.html

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